

The Clearing House

A journal for modern junior and senior high schools

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

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VOL. 21

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EDUCATION

*Facts show need for
family-life education*

and the BIRTH RATE

By

PAUL H. LANDIS

WE ARE PRONE to stress the social and civic responsibilities of the educated man. He has them, but modern pedagogy has evaded the issue of the educated man's responsibility to the race. The effect of two generations of eugenic propaganda, if it has had any effect at all on the more privileged classes, has been to decrease the birth rate among those who should sire at least a normal share of the next generation.

Those with the most education have the lowest birth rate; those with the least education, the highest birth rate. Rural states which offer the least in the way of educational, social, and economic opportunity produce population at a rate more than twice that of urban industrial states and regions which offer the most in the way of

educational opportunity and social advantage.

Data from the last census show the striking differences in the numbers of children under five years of age in various population groups of the United States. Couples having under five years of schooling had 720 children per 1,000 wives of child-bearing age (15 to 49), while couples with some college training had 309, or fewer than half as many. A high-school education is almost as deterministic of a decreasing birth rate as is a college education. Couples with high-school education have 344 children under five years of age, per 1,000 wives of child-bearing age, which is only 35 more children per 1,000 than college couples have.

Similar trends are shown for the urban, rural non-farm, and rural farm groups. In each case couples having under five years of schooling had about twice as many children under five, per 1,000 wives of child-bearing age, as those couples having one or more years of college. In urban areas where both parents had under five years of schooling, the number of children under five, per 1,000 wives, was 586; where both had one year or more of college, the rate fell to 292. The rural farm environment is at the other extreme. Where both parents had under five years of schooling the number of children under five, per 1,000 wives, was 820; where

EDITOR'S NOTE: Dr. Landis offers an analysis of the declining birth rate of rural and urban married couples in the United States, in terms of their years of schooling. He believes that this calls for a planned program to increase the birth rate, on the part of the public schools and the government. What that program might be he suggests in this article. Dr. Landis is dean of the Graduate School and professor of sociology at the State College of Washington, Pullman, Wash.

both had one year or more of college, the rate fell to 428.

Schooling of the wife has a more deterministic influence on the birth rate of a couple than does that of the husband, according to further census data. In families where neither the husband nor the wife continued their schooling beyond grade school there were 544 children under five years, per 1,000 wives. Where the wife had only a grade-school education but the husband had one or more years of college the corresponding rate was 431 children, or 21 per cent less than the former figure. On the other hand, where the husband had only seven or eight years of schooling and the wife had college training, there were only 357 children, or 34 per cent less than for couples with schooling under five years.

According to a study by the Milbank Memorial Fund¹ of a large sample of American cities, couples with some college training had a reproduction index of only 52, which is 48 points below the index of 100 which is required for population replacement. The reproduction index of the high-school group was 68, that of the seventh- and eighth-grade groups, 86, and that of those with less than a seventh-grade education, 97.

Another Milbank study²—of Indianapolis wives 40 to 44 years of age, women whose families were practically complete—counted and classified the number of live births per 100 wives by the educational attainment of the wife. The study found that the college-trained averaged only about one and a half live births; the seventh-graders averaged three and a half; and those with less than seven years of schooling averaged four and a third babies each.

¹ B. D. Karpinos and C. V. Kiser, "The Differential Fertility and Potential Rates of Growth of Various Income and Educational Classes of Urban Population in the United States." *The Milbank Memorial Fund Quarterly*, 17:367-91, Oct. 1939.

² Clyde V. Kiser and P. K. Whelpton, "Social and Psychological Factors Affecting Fertility." *The Milbank Memorial Fund Quarterly*, 22:72-105, Jan. 1944.

The rural population has for many years provided for the nation's population increase. The United States census for 1940 shows that the reproduction index for the total rural farm population was 144, which is 44 points above replacement, while that of the urban population was 74—26 points below replacement. The rural non-farm population fell between, with an index of 114.

Differences in birth rate also show up in the different geographic regions. In the south, where more than half of the people have less than an eighth-grade education and where almost a fourth have spent less than five years in school, the birth rate was high enough in 1940 to provide 11 children more per 100 population than were required for replacement. In the west, where the average schooling is between one and two years of high school and where only 8.3 per cent of the population has completed less than five years of school, the birth rate was five per 100 short of population replacement.

Faced with these facts on the adverse effects of education on the birth rate, one may argue that education in America is a mark of economic privilege more than of innate ability. There is, however, considerable evidence that the higher levels of education are selective of ability. Studies of Lewis M. Terman, psychologist at Stanford University, like those of other research workers show that the better educated groups produce more than their share of gifted children. His *Genetic Studies of Genius* shows the occupations of fathers of the 560 children of genius mentality who were studied. Fathers in the professions contributed 1,003 per cent of their normal quota of gifted children; those in public service, 137 per cent; those in the commercial group, 128 per cent; and common laborers only 35 per cent of expectancy.

Population Decline Is Characteristic of the Western World. All of western Europe, the British Isles, and North America are at

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the center of these forces which have reduced the birth rate and which point to future population decline. These nations, chiefly industrial, grew fast in the past century, from 115,000,000 in 1800 to 435,000,000 in 1940. But most of them will soon be in the spiral of decline. France is already in that difficult situation, having had a net loss of more than 1,500,000 since 1939. The United States, an exception, will increase to about 165 million by 1990, and will then join the other western nations in population decline. On the other hand, southern and eastern Europe, Russia and Japan, mainly agricultural nations, will increase in population for some time to come. Russia will grow from 174 million to 251 million by 1970.³ Other countries which will also increase in population in the next few decades are China and India.

Has human fecundity declined in the western industrialized nations? As far as the evidence goes, there is no reason to believe that the average couple of today has any less fecundity—less biological capacity to reproduce—than in the days of Abraham. Youth of today could produce the eight- and nine-child family of the Revolutionary-War period instead of the common one- or two-child family. Involuntary sterility is characteristic of less than 10 per cent of the marriages. Today's popular one- and two-child families do not in most cases correspond to fecundity of the parents, since modern women are biologically capable of producing twelve to fifteen children during their fertile lifetime. The decrease in fertility is a reflection of social values, not a weakening of the germ plasm. It is due to an increase in domestication rather than a decline in fecundity.

Moreover, the fecundity of the educated man is, as far as we know, equal to that of the poorly educated. Birth control is largely responsible for the fact that birth rates have fallen throughout the western world. But

the school must share the blame for the general drop in the birth rate, and especially for the low birth rate of the educated groups.

For some reason the curriculum has overlooked the fact that, if this generation act anything like their fathers, about 90 in every 100 will marry, and of those who marry some 84 per 100 living in cities and some 92 per 100 living in the country will have at least one child. The school curriculum has made little provision for marriage by training in homemaking skills, and even less by building attitudes and values that motivate for family life and home training. Most school systems offer little or no training in marriage and family life, or in child care and training. This may be due, in part, to taboos connected with frank marriage courses for youngsters. Or it may be due only to a lethargic lag in curriculum making.

There are historic reasons, too. When Thomas R. Malthus, the English clergyman, published his famous treatise on population in 1789, it looked as though the world would soon have standing room only. Fortunately that fear has never materialized, but it still is a fear in the mind of the uninformed, in spite of the fact that for more than a generation the western world has been plagued with a surplus of agricultural products. Now that the war is over, the Western world again faces that certain prospect. Machine agriculture and world commerce explain the abundance of food available. Family limitation through birth control explains the slowing down of population which halted the growing demand on food supply. There is no rational basis for the fear of over-population in western industrial society.

We are not yet greatly concerned about the trends of population growth in America. Less than ten years ago, in the face of widespread unemployment, we thought we had too many people and blamed the birth rate of the poor for their misery and privation.

³ Warren S. Thompson, *Plenty of People*, Jaques Cattell Press, 1944.

At the same time we were destroying food-stuffs and reducing agricultural production.

War came and we soon changed our mind about having too many people. During this decade of war the birth rate has boomed up to the level of the early 1920's. It will continue near this level for two to five years yet. Then the long-term trend toward decline will set in.

Population Policies Are in the Making. The time is not far distant when our nation will seriously consider population policies designed to control the birth rate. In this we have the precedents of pre-war European nations to follow. Italy, Germany, and Russia all encouraged the birth rate through governmental policies. State policy in Germany under the Hitler regime, which came to power in 1933, employed a number of devices for encouraging marriage and the birth rate. It, like Italy, accorded special privileges to parents of large families, encouraged rural settlement and discouraged urban migration, imposed disabilities on bachelors, provided severe legal penalties for abortion, and propagated the general philosophy that marriage and the procreation of healthy, sound children were duties to the state and that voluntary limitation of the family was unworthy of the German people.

Sweden, on the other hand, developed a population policy based not on repressive controls nor strictly on economic incentives, but rather one which aimed at human welfare on a broad scale. Many reforms were made to alleviate the condition of the poor as well as to assist those who wished to have children to do so with reasonable assurance of social and economic security. Ninety-two per cent of all mothers were made eligible for a special lump sum during periods of confinement, and safeguards were provided for the tenure of married women workers who were laid off during periods of pregnancy and child birth. The whole emphasis of the program was on improving conditions so that child bearing would be less

expensive and burdensome to the individual couple.

The school has a definite place in a population policy for America. To change the trend of the birth rate will require that the interests and motives of the youthful pupil be more family-centered. Motivating the individual to function normally in a home situation and to find satisfaction in child-bearing, child care, and training can to quite an extent be done through properly handled courses in marriage and the family, child care, and training for high-school as well as for college students.

Since the decrease in the birth rate is influenced to a greater extent by the education of the wife than that of the husband, more attention should be paid to such girls' courses as home economics and the art of homemaking. Girls are usually poorly prepared for homemaking by their parents. Therefore it is up to the school to prepare them adequately for the future role of homemaking and child bearing.

The effectiveness of domestic training, considered from the viewpoint of the problem presented here, must depend on its orientation of the motives of the educated youth around a desire for family and offspring. It must not simply teach him some of the externals of family behavior. The education of urban youth especially must stress the values of the family, since their home training and encouragement along this line is more deficient than is that of rural youth.

The tendency of the school system in the past to ignore almost completely these major functions in every normal person's life has tended to make youth consider family life a more or less unessential or incidental function, whereas he has mastered techniques and developed interests in numerous things that will be of much less importance than the roles he will play as an adult in society. In much of public education the family has always been taken for granted, it scarcely being realized that

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training to be a husband or wife, father or mother, is as essential as training to be a teacher, doctor, minister, or home economist. By ignoring family problems the school has contributed its part to the philosophy of many urban youth, who consider that children are not necessary to the fulfillment of marriage. The school must place a value on family life equal to that it assigns to vocational competence and success.

It will take more than education, however. It is quite likely that before long the national government will take steps to encourage the birth rate of more favored groups. The economic and social burden of having children will have to be lifted or eased. In our highly competitive urban-industrial society the family with children does not have an equal chance from the standpoint of standard of living and social privileges. To have children is to divide the pie into smaller slices.

Since our system of private medical care—under which costs have pyramided during the last two decades—has added a heavy burden and numerous anxieties to the normal load of families with children, one of the first measures to be developed to ease this burden is that of provision for adequate medical care on a group pre-payment basis, through national health insurance, tax-supported medicine, or some scheme making medical, dental, and hospital care available to all.

Another much needed measure is that of provision for the distribution of foods essential to health and nutrition on a more equitable basis, through some form of subsidized food consumption. This might be done by some kind of food stamp plan,

available to all families with children and not simply to those with relief status, as was the case during the past decade.

Adequate housing facilities for the family with children are also essential. This could be accomplished through public-housing programs, tax concessions on real estate occupied by families with children, or other such devices.

It would be extremely farsighted of a big city to take the lead in any such measure, since the larger the city the lower the birth rate. The day may come when rural areas, as their level of education increases, will no longer produce sufficient children to sustain the migration of youth into metropolitan areas and thus fill the places left vacant by those many near-sterile urbanites who succeeded in the mighty struggle for place and position in urban life at the sacrifice of family.

Further income-tax concessions to families with children is a possibility. Congress took a step toward this goal in passing the \$500 exemption permitted in the 1944 revision of the income-tax scale, referring to it as a "baby bonus." This \$500 exemption for a dependent child is very inadequate, however, since it saves families in the lowest tax-paying bracket less than a third as much actual money as is needed to provide for a child annually.

These economic inducements alone cannot keep us from dying out. People must be made to believe that the raising of a family of three or four children is highly desirable and offers a satisfactory opportunity for personal fulfillment. It is up to education to produce the family-centered motives and interests which are so vitally needed today.



Stinger

Recent surveys indicate that there is a grave shortage of teachers throughout the nation. The many splendid openings in the field of education

should be brought to the attention of all earnest young men and women with small appetites.—HOWARD BRUBAKER in *The New Yorker*.

What's Wrong with SPONSORED FILMS?

By O. A. ENGSTROM

DURING RECENT MONTHS the battle over sponsored films has flared into the open. Audio-visual organizations have devoted important sessions of their meetings to the discussion of this educational problem. City and state education departments have formulated policies concerning this type of film, and some have simply barred all sponsored films from their libraries. Special evaluating committees have been formed to select the best films and use only these in the schools. But many teachers continue to use any motion picture that is "free."

One of the most outspoken authorities against the use of the sponsored film is Mr. B. A. Aughinbaugh, Films Director for the Ohio State Department of Education. Mr. Aughinbaugh writes vehemently of the "moral corruption," "warping of public opinion," and "cleverly masked propaganda" that are to be found in these films, and concludes that they "can in no way be condoned in the public schools." Apparently he objects principally to the advertising.

Defenders of the pictures claim they have as much right to use the classrooms as do the textbook makers, whose imprints are stamped on each book, or the educational

film maker, whose trademark appears in the title of every film he rents or sells. Sponsors point to the high quality of their products, their use of the latest film techniques, the expenditure of large sums of money, and the guidance of experts, many of them top-notch educators. A San Diego County school official champions their cause in these words: "If we as school teachers have failed and are failing to use propaganda films, or 'free' films, for the benefit of society, we have missed the boat in all our endeavors."

Actually, what is there about the sponsored film that has brought on this argument? What is it that causes men like Aughinbaugh and the staff of Encyclopedia Britannica Films to experience sleepless nights and see spots before their eyes when these films are mentioned?

The principal target of the opposition is the advertising which at times fluctuates between extreme bad taste and the direct sales talk. It has no place in the classroom. But is the educator *forced* to use such a film? We go down the line against all forms of advertising in the sponsored film except the credit lines in the title. Some sponsors claim their films do not advertise, *per se*, but are offered simply to build good will for their companies. But where does advertising end and good will begin?

Westinghouse Corporation complains that it would go bankrupt waiting for school children to grow up to become customers for locomotives, boiler plate, and steel tubing as depicted in some of their motion pictures. The children might buy electrical appliances some day, says Westinghouse, but businessmen agree that this

EDITOR'S NOTE: "During the past nine years," writes Mr. Engstrom, "I have previewed hundreds of sponsored films and have used scores. For the past three years I have served on the Audio-Visual Committee for the Glendale Unified School District." Mr. Engstrom teaches in Clark Junior High School, La Crescenta, Cal.

indirect sales approach might not even pay for the original film.

Does the U. S. Steel Corporation expect sales from the school showings of their "Steel-Man's Servant"? How many immediate or future customers could they expect for "I" beams, steel rails, or sheeting? We believe the film was produced more for good will than for monetary return through direct advertising. What does the American Institute of Baking expect from the showings of its film, "Give Us This Day—The Story of Bread"? Good will, perhaps, for the Institute—and sales for the corner bakery.

On the other hand, Chrysler Corporation's "Years of Progress" (a very misleading title, by the way) is pointed at direct sales appeal. The advertising—even through the renowned voice of Lowell Thomas—is so obnoxious that it offends all sense of good taste. Surely Chrysler never intended this film for school people at all, so why use it?

Some educators advise that the best policy is to make an issue of the advertising and propaganda before showing a film. Why make an issue of it? Why spend valuable time discussing the advertising to the detriment of the potential educational value of the film? To emphasize the poor qualities of a picture may actually overshadow its good features. To an impressionable child it may give the sponsor an unwarranted black name. The answer lies in using a *good* sponsored film in the first place.

Another complaint against the so-called free films is that they are too entertaining with their musical backgrounds, professional casts, famous commentators, and spectacular optical effects. None of these features harms a sponsored film—if it isn't overdone. Bear in mind that few if any commercial films are made specifically for the classroom; that they are used by service clubs, women's organizations, and other community groups.

We fail to see the horror of a musical background if it is used properly, even in

a film on cement making. Perhaps some educational films would be more acceptable if they contained some musical accompaniment. Spectacular optical effects are interesting photographically but add little, if anything, to the learning situation. When it is overdone, as in General Motors' "Precisely So" and Eastman's "Highlights and Shadows," it has an annoying effect that almost ruins the remainder of the pictures. Optical effects should be used only where no other treatment could be used, not merely to show off the film's cost.

The entertainment feature in a sponsored film generally makes it longer than necessary. How many of these commercial pictures are less than fifteen minutes in length? We do not believe that a 40-minute film—even in color—on the processing of aluminum has nearly the educational value that a 12-minute educational film on the same subject would have. The longer films invariably cover too much ground and bring in too much extraneous material. This may be illustrated by the 40-minute "Exploring with X-Rays," the 37-minute "Unfinished Rainbows" (another misleading title), and the 55-minute "Highlights and Shadows." Occasionally a sponsored film will justify its length, as does the 30-minute "Help Wanted" on first aid, sponsored by Johnson and Johnson. It is well made, contains negligible advertising, and has been used very successfully for terminating units on first aid.

Our guess is that more than half the sponsored films now in circulation are two reels or longer, which is unfortunate. Conscientious sponsors would gain the undying gratitude of schoolmen everywhere if they would cut and edit their overlong pictures to educational-film length and at the same time eliminate all the bad features we object to. These "school editions" would give commercial interests more good will than they could realize from half a dozen ordinary sponsored films. And at practically no expense!

Let's not blame the sponsor or his films entirely. Some criticism should be directed at those who use them. How many teachers have been guilty of showing a film simply because it was "free"? How many visual departments have ordered poor films just to cut corners on their budgets? The school showings of such free films as "From Bristles to Brushes," "Invaluable Ingredient," and "Ever Since Eden" illustrate our point. In how many courses of study could we justify exhibiting a 30-minute film on brushes? Or 20 minutes on salt? Or 35 minutes on the "love apple"? Yet the school circulation of these films must indeed be gratifying to their sponsors.

We may as well admit that the sponsored film is here to stay. The highly successful distribution of such films as "Alaska's Silver Millions," "Man Against Microbe," "Meat and Romance," "Steel-Man's Servant," "What Is Electricity?" testify to this. During the next decade many more (and we hope better) commercial films will appear in the schools despite the entreaties of men like Aughinbaugh. It is our business to see that only the best films reach our classes.

Last spring the Michigan Audio-Visual Conference went on record with a suggested policy for sponsored films. The Conference outlined, with the help of commercial interests, what educators desired in the films, what should be deleted. Final decisions on the use of these pictures were left to

each local school system and to the particular teacher concerned. Scales for rating films were also made.

In 1945 the Consumer Education Study of the National Association of Secondary School Principals published an excellent pamphlet outlining its policy governing the commercially produced film. It was suggested that no film contain direct promotion of sales, and that films contribute positively to the educational program of the school. The Study went even further by suggesting financial cooperation between sponsors and schools for the establishment of research bureaus in the field of audio-visual materials.

To the teacher, upon whose shoulders falls the major responsibility for exhibiting these films, we suggest thorough previews. Make certain that the picture fills a definite curriculum need and that the need is better accomplished through visualization than by other classroom methods. Is the film *better* than available educational films in the field? Ask yourself whether it is as accurate and fair as the sponsor could make it. Will it *enrich* your program? Try to determine whether the advertising, misleading statements, or irrelevant material are so dominant that to show the picture would nullify any beneficial effect it might have.

And bear in mind that generally it is far worse to show a poor sponsored film than to show no film at all.

International-Problem Study

It would seem that secondary schools this year should capitalize upon the critical nature of the problem of international relations, as motivation for learning a great number of things of deep and enduring value. To understand the problem, one needs information from history, geography, economics, psychology, and many other fields. A study of such items now, apropos of a problem in which we have so vital a stake, can easily develop knowledge which is not subject to the fading so characteristic of things learned perfunctorily or by rote.—H. H. RYAN in *Secondary School Bulletin* of Department of Education, State of New Jersey.

"Once There Were—"

Two school statisticians, drafted into the Army, were thrown into the same foxhole. They spent a few moments talking shop—graphs, I.Q.'s, curves, modes, and especially the magic of averages. Suddenly a Nazi appeared. The first statistician grabbed his rifle, fired. The bullet whizzed by one foot to the left of the enemy. The second statistician then aimed, fired. The second bullet whizzed by one foot to the right of the enemy. Whereupon the two statisticians shook hands, pleased: "We got him—on the average that is."—*Postings* (The business-education bulletin of the Los Angeles Public Schools).

Increased College Attendance *and the* HIGH SCHOOL

By CHARLES M. ARMSTRONG

A PROBABLE OUTSTANDING characteristic of the next decade is an upsurge in college attendance.

This is obviously a desirable trend from the viewpoint of the nation because our modern society is so complex, and the need for knowledge and understanding is so great, that one can scarcely imagine the people obtaining too much education. If education did not cost large sums of money, both for the provision of teachers and facilities and in students' time diverted from other work, one might readily conclude that everyone should remain in school to at least age 22. The problem of determining the real expectation of college attendance involves the balancing of cost against the benefits to society that might flow from the increased education.

The balance point for the ratio of cost to benefits from education shifts as the economic efficiency of a society shifts. In a primitive economy, where almost the entire effort is devoted to obtaining food and shelter, there is little margin for educational expenditures. To spend much on education would result in immediate reduction of essential production. Of course, if enough education could be given to raise the efficiency a little, the vicious cycle of want could be broken and more and more income

could be freed for the great twins of economic and social progress, education and its close relative, research.

The United States is far up on the cycle of progress resulting from the freeing of income for education. We have, however, had almost fifteen years of stagnation in economic welfare—ten years of depression resulting from our inability to agree on a system of maintaining production, and five years of scarcity resulting from the war. Now there is a prospect of a postwar boom that will demonstrate a new high level of national capacity to produce for peace. This new lift in our standard of living can be expected to raise the possible expenditures on education to a new high level and greatly increase the proportion of young men and women attending and graduated from college.

Even before 1940, the proportion of young people who had been graduated from college was substantial in some states. According to the 1940 census, 10.5 per cent of the young men in New York State between the ages of 25 and 29 had completed college. The next highest state was Delaware with 9.6 per cent, and the low state was Arkansas—2.9 per cent—while the nation as a whole had 6.8 per cent. With rising incomes and more liberal public provision for higher education probable in the next decade, these percentages should advance rapidly.

Current studies of New York State conditions indicate that the proportion of young men in the state graduated from college may double in the next decade, to make the percentage twenty. Other areas will probably join in this upward trend.

The purpose of this article is not to dem-

EDITOR'S NOTE: Mr. Armstrong believes that the greatly increased college enrolments of the next decade will force certain changes in high-school policies, which he discusses in this article. He is an associate in the Division of Research of the State Education Department, Albany, N.Y.

onstrate the number who will be graduated from college, but to analyze the effects of the expected sharp increase in college attendance and graduation on secondary-school policies. The implications are of particular importance to those engaged in guidance work. The statement on the percentage who will probably attend college is merely to show that a large swing upward is sufficiently likely to make the discussion of its meaning a problem of real rather than academic interest.

As explained at the beginning of this article, there can scarcely be too much education, but if 20 per cent of all young men are graduated from college, there will be too many with college training to permit the acceptance of current ideas on the competitive value of a college education. It will also greatly change generally accepted ideas concerning the occupations a college or institute graduate should expect to enter, and the estimates of the value of a high-school education. It will transfer to college- and institute-trained men the upper-level occupations for which a high-school education has been considered adequate in the past. This transfer will raise some serious questions as to whether specialized occupational training for these upper-level occupations, which is now given in high school, should be continued there or pushed over to the college level.

A serious danger for the immediate future is the apparent belief that education can continue to follow established trends indefinitely. Actually, the very process of growth itself creates strains that require positive adjustments. Such a critical situation is just over the horizon in higher education, and the repercussions resulting from this situation will greatly affect secondary education. The strain is developing because of the speed with which education can be expanded in comparison with the slow change in the occupational needs of society.

The danger is most serious where people

believe that the value of an education can be measured by the earning power of the individual educated. Many pupils apparently still believe that education will increase their earning power substantially, and under the conditions to be expected in the future some will be bitterly disappointed.

The experience of the past seems to bear out the assumption that educational values are reflected in the money incomes of the individuals educated. Various studies have shown that high-school graduates earned more than non-high-school graduates, and that college graduates earned more than non-college graduates. Such gross comparisons will probably continue to show similar results in the future, but the frequently drawn conclusion that an individual will earn more if he extends his education does not necessarily follow. The crucial points in interpreting the findings are that, in general, those continuing their education have had more ability than those dropping out, and that there has been a shortage of education so that many persons with high ability have had inadequate education.

As a result of this shortage, there probably has been a considerable monetary value in education in the past. With a shortage of educated persons, anyone with reasonable ability who acquired an education could secure occupational opportunities that capitalized on the training. Now, education is approaching the critical point where almost everyone will receive an education suited to his ability, and rapidly increasing numbers will secure little monetary advantage from it. That a critical point exists becomes obvious, if a society in which everyone has sixteen years of schooling (four years beyond high school) is imagined. There would still need to be common laborers in such a society, and their occupational efficiency would not be substantially raised by education beyond the eighth grade.

In actual practice there is little monetary

value to the individual in continuing his education beyond the point needed to obtain the highest job for which his ability fits him. Thus, in a society which requires 10 per cent of its population to be highly trained for important work that justifies salaries of \$5,000 or more a year, a person not in the upper 10 per cent in ability is unlikely to profit from this specialized education designed for the upper 10 per cent. If some of the upper 10 per cent fail to take the required education, it creates an opportunity for some person who would have earned less than \$5,000 per year to move up to that level by taking the education. As the proportion graduated from college increases, the number of high-ability persons not taking the qualifying education decreases, and the opportunity to shift earning levels by education decreases. In other words, earnings become more dependent on ability and less dependent on education.

Some people have the idea that as our economic system becomes more complex, and as scientific knowledge increases, the number of persons requiring advanced education increases. Therefore they argue that there is no reason to worry about training too many for these high-level jobs. Up to a point this is a valid argument. Certainly we need more chemists now than we needed before so many chemical discoveries were made. A review of the census records, however, gives one who accepts this view as conclusive some severe jolts.

Using the New York State figures as an illustration, the proportion of "male professional" persons in the working population increased from 3.2 out of 100 workers of all types in 1910 to 5.2 in 1940. Another large group needing a college education for their occupation is that classified in the census as "proprietors, managers, and officials." The proportion among the males of these workers, compared to the working population, decreased from 13.7 per hundred in 1910 to 10.4 per hundred in 1940. Among the "manual" workers, the propor-

tion of "skilled" workers to working population decreased from 15.8 per hundred in 1910 to 14.0 per hundred in 1940.

Thus the evidence from the census is that the proportion of the working population requiring specialized skills and training is not increasing and may, at some times, actually decrease as our civilization advances. Therefore, we cannot assume that increasing occupational training will be offset by an increased demand for trained workers. The prospect is that the proportions of different kinds of jobs will remain relatively constant or, at most, be subject to limited movements.

Recognizing that the proportion needed in each occupational level will change slowly, if at all, one can actually review the present occupational distribution and form a reasonable judgment of what broad occupations will absorb the college graduates for any prospective proportion of the population graduated from college.

If 20 per cent of the men are graduated from college, as is expected in New York State, the probable occupational distribution can be estimated. Approximately 16 per cent of the male workers are classified as "professionals" or as "proprietors, managers, and officials." However, a large part of the 16 per cent are proprietors of farms or businesses so small as to place them in a very low income group and, hence, in a class that would be unlikely to include many college graduates. A considerable number of those included in the "clerks and kindred workers" classification will, however, find college training well worth while. If we assume that these will offset the low-pay jobs in the managerial group, the two groups would account for 16 of the 20 per cent expected to finish college. This still leaves four per cent to occupy jobs below those that would now be considered suitable for college graduates.

This discrepancy might very well be taken up by recent graduates who could be considered as getting apprentice train-

ing or general work experience preparatory to taking more responsible jobs. Thus, there is a possibility that 20 per cent of the young men can be given jobs that are somewhat suitable for college graduates.

If 20 per cent of the young men will be graduated from college, it is reasonable to expect that a much larger number—possibly 40 per cent—will enter college. This will further complicate the picture of the future. A review of employment by occupation shows that 40 per cent of the males are accounted for in the professional, managerial, and clerical occupations, and about 20 per cent in the skilled manual workers. Thus persons with some college training would probably occupy all the higher-level "white collar" jobs and a large part of the skilled manual jobs, for there are many very low-level "white collar" jobs that will not be suitable or attractive to those who have attended college.

At present, the secondary schools are providing terminal education for a considerable number of fairly high-level "white collar" jobs and for most skilled manual jobs. If the men who should logically be skilled manual workers on the basis of relative ability continue in school beyond high school, as many will if 40 per cent of all young men attend college, will they take the college-preparatory or the vocational course in high school? Under present customs a very large proportion would probably take the college-preparatory course. If they do, when will they get their occupational training? Should such training be offered at the college or institute level? If they take the vocational course in high school, will they be admitted to the higher educational institution of their choice, and will they forget their vocational training before they use it?

Is there danger, under these circumstances, of maintaining the same size of vocational program in the secondary schools and filling classes with the best of those completing education at the secondary lev-

el? For instance, if most skilled machinists under the projected conditions would enter an institute or college, is there danger that the high schools will still give training to boys who want to become machinists but who will be unable to compete with those who have the ability and opportunity to attend a post-secondary institution?

If we duplicate our training for various occupations by turning out prospective entrants at both the college and the high-school level, there will be a serious oversupply in these occupations, and the low-ability persons will be crowded out. Presumably the low-ability persons crowded out will be those with the minimum education. Those trained in high school may find few work opportunities in these fields. The higher-ability persons will frequently displace the lower-ability persons, even when those with lower ability have had specialized training and the others no specialized training for the job.

Ultimately, the high schools are likely to find that specialized terminal education has been almost completely shifted to higher educational institutions, and that the high schools will serve two main groups. These two groups are those preparing to continue their education and those planning to take the simple unskilled or semi-skilled jobs. The terminal occupational training for those going to advanced institutions can be given there, and those who will take the relatively unskilled jobs will not need any extensive occupational training. High school will be freed from the burden of occupational specialization.

There will, of course, be many potential sub-groups requiring opportunities to assist them in selecting their areas of specialization, or to develop non-occupational abilities or interests. If secondary education fails to recognize these trends and adjust to them, it may over-supply many occupations and seriously distort the lives of a tremendous number of young people by poor guidance.

LET'S *be* UNHAPPY:

A call for discontented teachers

By

FRANCES BROWN

CIRCUMSTANTIAL EVIDENCE would indicate that you are a teacher, alert and progressive, since you are browsing through this particular magazine. You, with a good many thousand more of us, began the fall term of a new school year in a pleasant little profession which expects us to be full of "sweetness and light" combined with "divine dissatisfaction." And so in the next few columns I am inviting you to join me in being constructively unhappy about a number of things.

Certainly this is no time to be satisfied, especially if you have been, and still are, an excellent teacher.

Take textbooks, for instance. Perhaps they are free, which means that far too many of the books are dirty, worn, and out-of-date. Also, the teachers probably have paid for them indirectly. You and I know that children need to own their books, to feel a pride in their possession, and to begin building their own personal libraries. Now is a very good time to make known the views of experienced teachers. The public is education conscious, reasonably prosperous, and ambitious for new and better methods.

But free or not, textbooks must keep pace with the times. Geography, all the sciences,

mathematics, economics, history, and modern literature which reflects them all demand revised or newly written texts. Through the war years almost nothing could be done because labor and paper were otherwise engaged, but we must not be satisfied to suffer along with inadequate texts any longer than necessary. Don't throw those new-book announcements into the wastebasket but study them carefully. Produce a new book yourself if you are an expert in your field. Get your recommendations in early to the textbook committee—and if there isn't such a committee, start one!

It is extremely easy for a course of study to develop a worn and wilted look. Some of our systems have been in need of major surgery since before the war. However, be cautious about letting an imported "expert" sell you a bill of goods until he has had the benefit of counsel by your best classroom teachers familiar with local problems.

Perhaps the need to be unhappy about your course of study is less fundamental, so that you can induce satisfactory revitalization from remedies in the medicine chest of your own ingenuity. The danger we all run is just taking for granted the familiar outline when we should give it a periodic check-up to catch the first traces of anemia.

Speaking of check-ups, do you take a poll occasionally to see what your pupils think about your classroom methods? It is revealing, surprising, entertaining, and frequently helpful. Try it.

This year, for instance, I wish I had not waited until June to ask a good class in English 11 for advice. A half-dozen papers

EDITOR'S NOTE: Miss Brown invites you to be unhappy and dissatisfied about a number of things—and then to do something about them. She even recommends ten books which she hopes will stir you to discontent and action. Miss Brown teaches English in Roosevelt High School, Dayton, Ohio.

warned me to be more careful to avoid "favoritism." I'll warrant none of us thinks he is partial—certainly I was startled.

"I like the arrangement of the chairs in the classroom," suggested one student adviser. "It gives me a more relaxed and friendly feeling, which is what I think a student needs—especially during oral recitations." All I had done was to arrange the chairs in an inverted "V" facing the two desks occupied by the student officers and the teacher. Of course that helped the pupils face one another.

The usual number of commenters asked me to ease up on homework, two singled out for special approval my insistence on delivering the formal talks without benefit of notes, and one deflated me neatly: "I like the way the literature and grammar are changed about so as not to get too boring." Over the years all pupils have had the advantage of some excellent teaching, and from their combined experience they often can make quite helpful suggestions.

The chief source of our unhappiness, however, is the world outside our classrooms. What a tragedy of errors! And there, fellow teacher, is the real challenge for you and me, and I mean both of us. In the searing light of the atomic era it looks as if the race between education and catastrophe is entering the home stretch. Don't think for a minute that we are just deeply interested spectators. We are in there rounding the turn, and at whatever personal cost our team must win.

Part of the personal cost will be admitting that we are relatively ignorant about various important phases of our political, social, and economic world today, and then taking the necessary time-and-energy-consuming steps to relieve that ignorance. Just being proficient in our own field is not enough. No matter what subject we teach, first and foremost we are expected to help young people learn how to live a good life and how to build a good world.

In a democracy challenged by totalitari-

anism, political intelligence is fundamental. What is your political I.Q.? Too many teachers have the habit of speaking as if they were authorities, even when not too well informed. They are apt to look down their patrician noses at both politics and politicians. Their loyalty to a political party is still largely inherited or the result of a choice made long ago and too little questioned in recent years. Their interest in politics, and therefore, their political reading, is superficial. They are far too easily misled by smooth propaganda. And their innocent assumption that functional politics and economics are separate fields is appalling.

If we are to become good guides to better living, we must master the ABC's of economics, 1946 style. Scientific advancement, even before the fission of the atom, relegated to the museum the economic alphabet which most of us learned in college. As we renew our study of economics, probably our chief difficulty will be not what we don't know but what we do know that isn't so.

In trying to uncover my own illusions I have found the following books extremely interesting reading during the past year, and I recommend them with enthusiasm:

- Boulding, Kenneth E., *The Economics of Peace*. New York: Prentice-Hall, Inc., 1945.
- Bowles, Chester, *Tomorrow Without Fear*. New York: Simon and Schuster, 1946.
- Chase, Stuart, *Democracy Under Pressure: Special Interests vs. the Public Welfare*. Brattleboro, Vt.: E. L. Hildreth and Co., 1945.
- Chase, Stuart, *Tomorrow's Trade: Problems of Our Foreign Commerce*. Brattleboro, Vt.: E. L. Hildreth and Co., 1945.
- Ernst, Morris L., *The First Freedom*. New York: The Macmillan Company, 1946.
- Field, Marshall, *Freedom Is More Than a Word*. Chicago: University of Chicago Press, 1945.
- Hansen, Alvin H., *America's Role in the World Economy*. New York: W. W. Norton and Co., 1945.
- Hayes, H. Gordon, *Spending, Saving, Employment*. New York: Alfred A. Knopf, 1945.
- Lilienthal, David E., *Democracy on the March*. New

York: Harper & Bros., 1944 (Pocket Book edition, 1945).

Wallace, Henry A., *Sixty Million Jobs*. New York: Simon and Schuster, 1945.

I repeat. This is no time to be satisfied. But neither is it a period for discourage-

ment. We may be slightly unhappy about the matters I have mentioned and about a good many more annoying or truly disturbing problems, but we don't need to stay unhappy. There is an old remedy as modern as tomorrow—ACTION. Let's start.



* * THE SPOTLIGHT * *

Excerpts from articles in this issue

And so in the next few columns I am inviting you to join me in being constructively unhappy about a number of things.—*Frances Brown*, p. 143.

The confidence that people have in an idea that is widespread reminds one of both superstition and day-dreaming.—*Dorothy F. Abrams*, p. 164.

Boston's censorship of naughty books makes me laugh. I should like very much to own a bookstore two feet outside of Boston's city limits.—*Harold Rolseth*, p. 154.

My principal acts as though he thought that the important things in a school were schedules, discipline, parents, janitors, and outside organizations.—*Barton Ames*, p. 152.

There aren't many better ways of sidestepping action conscientiously than to call a series of conferences for the discussion of basic issues.—*Vivienne Anderson*, p. 173.

Let's not blame the sponsor or his films entirely. Some criticism should be directed at those who use them. How many teachers have been guilty of showing a film simply because it was free?—*O. A. Engstrom*, p. 138.

One group of teachers who entered an experiment in intercultural education as a result of their own choice accomplished in three months as much growth as was evidenced in nine months by a group who were drafted for the purpose.—*Mildred Biddick*, p. 180.

Now, education is approaching the critical point where almost everyone will receive an education suited to his ability, and rapidly increasing numbers will secure little monetary advantage from it.—*Charles M. Armstrong*, p. 140.

As veterans take on community responsibility and make their way onto school boards, committees, and community government, it isn't difficult to predict that some social betterments will develop for America.—*Russell V. Burkhard*, p. 170.

In much of public education the family has always been taken for granted, it scarcely being realized that training to be a husband or wife, father or mother, is as essential as training to be a teacher, doctor, minister, or home economist.—*Paul H. Landis*, p. 134.

Raymond, the boy with the straw-colored hair that he had as hard a time keeping in place as his shirt tail, put his head on the desk back of him and looked at the ceiling. Miss Allen tried to remember that Sidney Carton had looked at the ceiling when he was thinking hard, but it was not an entirely convincing comparison.—*Josephine Frisbie*, p. 167.

Should I Teach Pupils TO FIGHT?

*Conflict essential
in the child's life*

By ORLO L. DERBY

THE TYPICAL TEACHER is apt to be pictured as a timid, retiring individual who gazes at the world over horn-rimmed spectacles perched astride his nose. He is the victim of traveling salesmen, the joy of the insurance agent, and the butt of the saying that "those who can, do; those who can't, teach!" Rightly or wrongly, he is caricatured as a purveyor of "sweetness and light."

If this description is a valid one, it has a basis in historical fact. Too often the unusual teacher is discharged; far too often he becomes "used to" submitting to higher authority. Nor is the situation outside the classroom too conducive to the development of aggressiveness in the solution of daily problems. The experience of payless pay-days, of "voluntary contributions," of "red" hunts, of summary dismissals, has bulked large in his thinking. Even the social restrictions governing the teacher's life (in large and small towns alike) are detrimental to the development of a "give and take" relationship with other members of the community.

This lack of aggressiveness in itself may be either good or bad in situations in which only the teacher's personal life is concerned. But the danger of its transmission to the children in our care is obvious. In the

atmosphere of many classrooms such a transmission is evident in the unwillingness to face unpleasant situations, in the wish to avoid disorder at all costs, in the penalty we place upon pupils who tend to settle their differences aggressively.

Psychologists have found that teachers rate as socially desirable the behavior of the timid, the quiet, the retiring child, and as undesirable the behavior of the aggressive child.¹ We who are teachers know why this is so. A reasonable degree of order is essential to the work of the classroom. But too often we are oblivious not only to the presence of conflict, but also to its necessity in the life of the growing child.

The writer is prepared to defend the thesis that not only is conflict necessary but desirable, indeed, *indispensable* in the formation of the personality of children. The following experience has reinforced this belief.

I was assisting one summer in the demonstration school of a large metropolitan university. The class to which I was assigned was composed of twenty children of assorted sizes and ages. They had been selected for their reading difficulties. Among them was a boy seven years of age, Edward by name.

Edward was undersized, of timid appearance, wore thick glasses, and spoke in a very tiny voice so that one had to bend close to hear what he said. The smallest of the class, he was retiring and never crossed the paths of the ruder and stronger boys. Moreover, as he confided to me, his mother had told him not to fight.

¹ E. K. Wickman, *Children's Behavior and Teachers' Attitudes*. New York: Commonwealth Fund, 1929.

EDITOR'S NOTE: Dr. Derby hopes that his comments prove interesting "to teachers who have been bewildered by the reams of pseudopschoanalytic literature which has been thrust at them from all sides." He is assistant professor of education at State Teachers College, Brockport, N.Y.

It was apparent that reading was the smallest part of his problem. This was further emphasized when he was embroiled in a quarrel with one of the boys who sat next him. This boy, Johnny, was larger and heavier, and tried to acquaint others with the fact. He struck Eddie, whereupon Eddie broke into tears. When asked privately why he didn't fight back, he said the other boy "might draw a knife on me."

From that time on, the writer determined to help correct that situation. Eddie was encouraged to take as much responsibility as he could assume. He was given the part of announcer in a choral-speaking program. He was expected to make decisions for himself, and to plan his work accordingly. He was encouraged to stand up for his rights and to fight back, if necessary, to preserve them. As he progressed in his reading, it was felt that his stature in normal boyhood was increasing.

The crowning test came a day before school closed, when Johnny snatched a book from him. Eddie promptly snatched the

book back, and as before, Johnny struck him. Eddie started to weep again, but he suddenly stopped as if thinking about the whole situation. Then with no further ado he stood up, drew back his right arm, and let Johnny have one "on the beezer."

I shouted silently for joy. Eddie merely straightened up and smiled to himself. He had won a battle and was proud of it.

My dilemma is this: Is teaching pupils to fight a legitimate educational aim? Must we as teachers always preach sweetness and light? Or do we have a right—better still, a *duty*—to equip children to meet these very practical, if harsh, realities of childhood?

The writer is not arguing for the addition of boxing to the school curriculum. He is suggesting, however, that the way to salvation in personality development lies not so much in an inquiry into "soul scars" as in an aggressive attitude toward realities, an attack upon conflicts in life which are the obstacles to happiness.

Should I teach them to fight? For me the answer is clear. What is yours?



How to Understand the Lawyers on the Board

The study of Law, moreover, has enlightened me concerning a number of other matters. Throughout the two score years I spent in educational administration, I never fully understood the attitude of various educational boards, composed chiefly of lawyers, when they seemed so entirely content to adjust a controversial situation without much pretense to basing their decision upon the merits of the case.

The shibboleths upon the tongues of professional educators are generally connected with "truth," "right," and "justice." Their principles may not be any loftier nor their practices any better than that of their legal brethren, but such are the terms in which they discuss and estimate conflicting points of view, and they would hesitate to justify their contentions upon any other grounds.

The aim of the Law, on the other hand, seems to be not perfection, but compromise. Its function is to produce peace and repose, rather than absolute

justice, in society. The lawyer is, therefore, little interested in abstract truth as such. He would, in a way, agree with the formulation of pragmatic philosophy that "truth is that which works," although he would mean by "truth" not a generalized statement of the facts in a situation as far as they are known, but rather a solution that affords some means of settling and quieting matters for the time being. Any other statement or action, he would say, is not "practical."

While such an air of finality may at times be assumed in order to compose administrative issues, it is likely to degenerate into inconsistencies and unmitigated opportunism, and would seem to have contributed to a certain distrust of the legal profession. Be that as it may, such a conception of Law underlies the whole Anglo-American system, and helps to explain seemingly anomalous behavior on the part of educational boards.—FRANK PIERRE-PONT GRAVES in *The Educational Forum*.

Why Flint secondary schools emphasize Individual Counseling

By
VIVIEN INGRAM

FOR MANY YEARS Flint, Mich., has provided some guidance service for pupils in junior and senior high school through the homeroom and classroom teachers, but a recognized counseling service was not developed until the fall of 1943. This came as a result of a five-year research and service demonstration with 500 young people, who were given intensive counseling services from the ninth grade through graduation.

It is recognized that all teachers give guidance service in a broad sense, but not all teachers are technically trained, temperamentally suited, or specifically interested in the handling of the diverse problems with which young people need help.

The teacher-counselors, whose influence and skill will mold the lives of the counselees, are entrusted with a serious responsibility. They should have a genuine interest in people and a willingness to give every aid to the development of an individual. They must be endowed with a sensitivity to human behavior and human problems. They must be well versed in the intricacies of normal adolescent behavior. They must be familiar with certain techniques which have been developed for more speedy and effective guidance of youth. In-service training for counselor-teachers, therefore, be-

comes a logical correlative to a good guidance program.

In the senior high schools of Flint, teacher-counselors were trained to do this job through a workshop experience that paralleled the school-counseling assignment and was carefully coordinated with it. Graduate credit was given by the University of Michigan for this course, which extended throughout the year. As the program now stands, twenty-four teachers in the two high schools are responsible for counseling about 5,000 students. They are released from one class period for every 150 pupils assigned, and no one is released for more than two periods a day.

We have been encouraged by our beginnings in senior high school to extend services to the junior-high level, and we have conducted an in-service training program for teachers and administrators that is beginning to show some of the same results. We believe that the secret of the counseling program is continuous in-service training of teachers.

The responsibilities of the counselor include both group and individual counseling. However, since we do have homerooms there is little of the group guidance, and the duties of the homeroom teacher and the counselor in no way overlap. The counselor gives tests, observes study habits, gives educational and vocational information, and assists in orientation. These group activities are carried on during the first six weeks of the semester; then the pupils return to the study hall so that the counselor may be free to meet each one individually.

Since the purpose of this article is not to

EDITOR'S NOTE: In Flint, Mich., high schools, individual counseling "is assuming a place fully as important as subject matter." Miss Ingram, who explains this emphasis and what it is accomplishing, is Coordinator of Guidance and Testing in the Flint Public Schools.

describe our counseling organization or the techniques employed, it will be sufficient to say that the duties of the counselor are to try to analyze where the child is in his growth, start at the level where he is, and help him to make increasingly more effective adjustment to his environment. These activities are carried on "face-to-face"—on an individual basis.

We think that individual student counseling is assuming a place in Flint high-school life fully as important as subject matter, for these reasons:

1. Several curricular and course changes have come about as a result of pupil needs which were recognized by the counselors.

Many college-preparatory people were indicating a desire for typing for their personal use, but could not fit it into an already crowded schedule. They were not interested in the one-year or two-year course for commercial pupils who required the development of exceptional speed, accuracy, and other skills. Therefore it was recommended by the counselors that a one-semester course in typing be designed to meet this need. Standards and course-of-study content were determined by the commercial department. This addition to our curriculum has definitely met a need, and an increasing number of the non-commercial pupils are taking advantage of this opportunity.

One of the problems that all teachers have to cope with is that of the shy pupil—the pupil who will not face the class to give a book report, lead a discussion, or recite, who will fail the subject rather than participate in any oral work. Counselors found that a considerable number of failures fell into this group and asked help from the speech department.

From this request came a class called Speech C. At first, students are allowed to read in unison at their desks; then, step by step, they are encouraged so that by the end of the semester most of the group have lost enough of their shyness to appear alone before the class. Credit for the origin of this

course goes to a former teacher at Northern High School.

Since Flint's trade school at present will accommodate not more than 50 students, one of our most serious problems is the pupil who is below average intellectually and who is unable to profit from the college-preparatory, commercial, industrial, and technical courses. The result is that these young people, who because of their own limitations are in greatest need of training and education, become school-attendance problems and drop out at the first opportunity. Principals and counselors therefore identified these students and special information preceded them to high school, making it possible to program them in small, homogeneous groups, and thus give teachers an opportunity to adapt subject matter to their level of ability. A year's trial of this plan showed that the percentage of failure among these people was no greater than that of the school as a whole.

Further curricular suggestions to aid the low-ability pupils were made by the counselors' committee. Reclassification of the boys' foods course as a science sequence in the non-academic curriculum proved to be of help. It was also recommended that two other science courses be revised to put more emphasis on health than on the technical science of physiology, and that we extend and enrich the course in community health for girls so that it will become a year course rather than only a semester in length. The latter suggestion is being studied by the health department at the present time.

Programming and curriculum selection for senior high school is done at the end of the ninth grade. Senior-high counselors suggested to junior-high homeroom teachers and counselors that pupils be programmed for Modern Science and World History (both non-college subjects) only when the general achievement of the student was below "C." This resulted in more flexibility in curriculum choice at the senior-high-school level.

We believe that guidance has a definite role in curriculum revision and planning through a constant evaluation of the present offerings and through an interpretation to the administration of the needs of youth for new courses. If we accept this thesis, then our counseling and guidance program is assuming a place in high-school life fully as important as subject matter.

2. Teachers, counselors, and administrators have been motivated and stimulated by the program. This statement is based on the reaction of school people with whom we have come in contact. And, although these are isolated observations, and are very subjective data, we believe they reflect a trend. The following verbatim statements have been made by school people who have been close to the program since its inception. Administrators, counselors, and teachers say:

"We have an objective approach to behavior problems in meeting both the pupil and the parent."

"There have been fewer curriculum changes—hence a saving both to school and to the individual."

"There is an improved attendance, especially among boys."

"Central boys have shown some definite scholarship gains."

"We see a change in educational philosophy of teachers toward a pupil-centered, rather than a subject-centered, school."

"There are fewer crises situations; therefore deans are released to do more creative and constructive school planning."

"The teachers and counselors of Whittier agree in their opinion that testing and counseling have made curriculum planning more interesting."

"Student interest in test results has been exceptionally high."

"We have had real satisfaction in planning with students."

"An increasing number of students are voluntarily seeking aid from counselors."

"We are uncovering many needs of young people to which we were formerly blind."

Any program that inspires and renews the interest of teachers in the welfare of young people certainly has its place in the high school, where we are so likely to be-

come subject-matter minded. Counseling seems to have made some contribution in this area.

3. The real test of any program is the evaluation made by the pupils themselves. If they do not recognize benefits, counseling has not justified its existence in high-school life.

Since it was not possible to survey the whole school, each counselor was asked to select five students whom he felt he had helped through counseling (group one), five on whom he thought counseling had had no particular effect (group 2), and five on whom he felt counseling had been wasted (group 3). This selection gave 120 subjects.

A questionnaire was sent to the home-room teacher, with instructions not to give aid in filling it out, and to remove the name attached, so that results could not be identified. The blanks were stapled in such a manner that the three groupings could be recognized for later sorting. One hundred four of the blanks were returned. These pupils were well distributed as to curriculum, grade, and grouping:

Grade 10	27
Grade 11	46
Grade 12	31
Group 1	33
Group 2	40
Group 3	31
Non-academic	39
Commercial	22
College preparatory	43

Results: Each pupil was seen an average of about six times by his counselor, and the number ranged from one to eighteen times.

1. 100 of the 104 felt that the counselor had helped in the planning of programs for senior high school.

2. 73 said that the counselor had helped with other problems; "yes" responses almost equally divided among the three groups.

3. 96 felt that the testing program had been helpful either in educational or vocational planning.

4. 63 pupils stated that the counselor had encouraged them to do better work. Favorable re-

sponses again were almost equally divided among three groups.

5. 40 counselees reported that they learned things about themselves that they hadn't known before.

6. 91 were definitely in favor of continuing the program, and the 10 who were not positive were all tenth-grade pupils who had not had much contact with the program.

It would be impossible to give all the comments made by these students. They were not required to comment, but about 23 did make statements. Only three of the comments were in any way adversely critical. Following are a few of the remarks:

GROUP 1

"My counselor helped me with my troubles here at school."

"I have seen him plenty of times and each time I would be expecting him to be getting bored with me, but he helped whole heartedly every time."

GROUP 2

"Helped me to get to know what subjects I'm to take, made me realize I must do better work if I plan to go ahead as I planned."

"I haven't decided my career yet and the counseling system has helped me some."

"He made me feel as though I should go on with my course."

GROUP 3

"My counselor helped me very much in pointing out my faults and telling me ways to overcome them. In one semester I have improved."

"Made me realize the importance of some of my subjects."

"I like the course the counselor helped me plan. I planned to be a secretary since I was ten years old. I love it and want to do my best."

We fully realize that this evidence is only a first step in evaluation, and that many other schools in the country have been at this job of counseling longer, but we see only a few of the results of their efforts. However, we believe that any program that continuously nudges the status quo in the curriculum, that makes the teacher feel more effective in his relationship with boys and girls, and that gives satisfaction to individual pupils in solving their everyday problems—can and will assume a place in high-school life fully as important as subject matter.



Public Relations Messages

Printed materials prepared by schools offer a wide field for good public relations. One school takes literally the old saying, "Give them something to take home", by preparing a small card imprinted with a verse and a credit line showing that the card was printed in the school. The card is given to all callers at the school with the compliments of the students. The school newspaper, whether it is mimeographed, printed in the school workshop, or published in the form of a regular tabloid, is used to convey the spirit and business of the school as well as the pleasure of learning and of school life to parents in the community.

Other schools use printed programs to good advantage. One high school prints "Patter", a paragraph devoted to interesting facts about the school, on the programs for plays. Thus this information reaches friends of the school at a moment when they have time, before the play begins, and between acts, to read what the school is doing.—P.W.S. in *Michigan Education Journal*.

Technical Service Squad

The Technical Service Squad of Midwood High School was organized to provide projection and other instructional devices together with trained student-technicians who will relieve the teacher of the burden of operating them. As in any other organizational task a great many problems were encountered and had to be dealt with.

The original members of the squad were trained by the teacher-in-charge. In order to assure a self-perpetuating group of student operators the following scheme was adopted. At the beginning of each term at least one old member, together with an applicant for membership, was assigned for service to each period of the day. In this way candidates for membership served an apprenticeship and eventually became trained operators. A long waiting-list attests to the popularity of the squad. Incidentally, girls as well as boys have shown great interest in this squad and have become proficient in the handling of the equipment.—ROBERT R. ROBINSON in *High Points*.

I HAVE SOMETHING *against* MY PRINCIPAL

By BARTON AMES

TEACHERS, like other folks, are often victims of the great enemy of mankind—complacency. That is one reason for having school principals. The one qualification that should distinguish a principal is continual dissatisfaction with things as they are.

I am a teacher in a public school and I have something against the principal of my building in that he does not insist that I become a better teacher. He does not seem to recognize in me possibilities of doing better teaching than I am doing. He seems to be quite satisfied with my mediocrity. He does not seem to know that the greatest compliment he could pay me would be to tell me that I *could* teach better.

He does not sense his obligation to the young people in my classes, and to the taxpayers who provide his salary and mine, to compel me to teach better. He does not seem to apprehend that the greatest service he could render me is to develop my abilities to the fullest extent.

He should know that he is paid a liberal salary by the board of education because they think he has the ability to help me to do better teaching than I could do without him. He does not know, and apparently does not care, whether I am teaching my pupils

or merely meeting classes. He judges me by the number of discipline cases I report to the office and the number of parents who complain about my dealings with their children.

School administration has two phases. The first is organization; the second is inspiration. The first is necessary in order to have a school system; the second is necessary to improve the school system. The first makes schools; the second improves teaching.

The first phase is essential, for it is evident that in a school system teachers must be hired, pupils must be enrolled and assigned to classes, textbooks must be chosen, buildings must be erected and equipped, else teachers could not teach.

The second phase is important because of two characteristics of most teachers: First, an almost unlimited capacity for improving their performance; second, a disposition to stop trying to improve as soon as incentives are lacking.

The trouble with my principal is that he is so buried in the details of school administration that he has neither the time nor the energy for inspiration. He is so occupied keeping the school running that he cannot run the school. He is so busy making it possible for me to teach that he cannot help me to do better teaching. He spends his time making schedules, attending to "discipline cases," mollifying parents, supervising janitors, and maintaining contacts with organizations among the parents and patrons of the school. The practical art of school administration has crowded out the fine art of teaching.

My principal acts as though he thought

EDITOR'S NOTE: "Barton Ames" is the pen name of a teacher in a Middle West high school. "Mr. Ames" explained to us that "it might be embarrassing to my principal to have the name of the writer appear in connection with the article, although he would agree, I am sure, that the statements I have made are true."

that the important things in a school were schedules, discipline, parents, janitors, and outside organizations. These are important, but after all the school is not run just for them; it is, or ought to be, run for the pupils.

The American public school has become a great machine for turning out a standardized educational product. This machine tends to enslave teachers and administrators, just as the machine in a factory tends to enslave the workers. We are compelled to follow schedules, bells and textbooks. The school tends to reduce principals, teachers and pupils to a uniform mediocrity. This is a price we pay for universal education.

Administrators have the duty of organizing definite routines for their teachers, but an equally important duty is to see that teachers do much beyond routine. If we do nothing but follow routine, we shall not give our pupils the education they should have. Routine makes possible a school system; departure from routine may make

possible a real educational institution.

The public schools of America have done and are doing magnificent things for our citizens, but we must not be complacent. Improved buildings, textbooks, and equipment make possible better teaching, but they do not insure better teaching.

Much of the responsibility for improving our schools rests upon school administrators. Superintendents and principals are in positions of leadership. They are, or should be, freed from much detail in order that they may give to teachers inspiring leadership. They dispense most of the rewards, material and immaterial, that should serve as incentives to induce teachers to improve.

So I have something against my principal. He has been placed in a position of leadership, but he does not lead. He might inspire me to bring about improvements in the school, but he has not time to give this inspiration. He has the obligation to demand that I become a better teacher, and he has not done it.

The Cliche Is Here to Stay

During the three years which the writer spent in military service he had fewer opportunities than in civilian life to keep posted on the latest educational developments. In time, the fashionable terminology tended to retreat into the hazier areas of consciousness. This was especially true overseas, where professional journals seldom found their way. Shortly before he was thrown into the redeployment pipeline, however, the writer began to receive some magazines from the States.

The very sight of professional literature brought back to mind the old expressions which filled the articles month after month. Perhaps, hoped the writer, there had been a reform in the practices of preparing educational essays. An eager study of the magazines, however, convinced him that the phraseology employed by the scribes after V-E and V-J days was more or less identical with that of the preinduction (the writer's) era.

The proof, hereto appended, should delight the Frank Sullivans of the profession:

The schools continue to serve pupil and community needs. The teachers revitalize the old methods, stimulate interest in the new program, and

implement the recommendations of the curriculum experts. The latter envision a wider adoption of vitalized method and content, and are always striving after the coordination of programs for the schools in transition. Under the enriched curricula, it will be possible for pupils to achieve self-realization by meeting real situations, by being weaned from blind conformity to authority, and by being confronted with thought-provoking problems. Above all, the school must be intent upon harnessing and integrating the social and cultural forces within the structural framework of modern society. It is only through pooling the resources that the nation will be enabled to enjoy a generation of youth equipped with the desirable social behavior for this complex world.

This paragraph, as the reader will quickly guess, has never before been published anywhere as a paragraph. The individual phrases, however, have all been taken from articles published in late 1945 and in 1946 in the leading educational periodicals.

The world may indeed move, as Galileo once insisted, but educational writers (including this one) do not.—W. W. BRICKMAN in *School and Society*.

As a Child Readeth *Or, the perils of censorship*

SO ISN'T HE

By
HAROLD ROLSETH

I HAVE LITTLE DOUBT but that some Babylonian dad, way way back, once soundly trounced his youngster when he caught him reading a smutty clay tablet behind a hanging garden. Or that some Egyptian father combed his beard in despair over a bit of risqué papyrus confiscated from his offspring in the shadow of a pyramid.

Time may march on, but the problem of youth's reading matter stays with us. And I'm willing to wager with anyone who cares to stick around that long that some father or mother or teacher in the year 2307 A.D. will moan in anguish over the reading tastes of the current youngsters. Is it a bet, anyone?

I am now beginning to wonder just how serious is this problem of our youngsters' reading material. Frankly, I do not know, but my own experiences and my observations of hundreds of young readers are bringing me to a certain conclusion which I know will be hotly protested by many teachers and parents.

Here it is: All of us appear to have accepted without question the theory that a child is more or less molded by what he reads. Good books, good children; bad books, bad children. Isn't it just barely possible that the character and intellectual growth of the child determine his choice of reading material? Isn't it perhaps the dawn-

ing of sexual urges that prompts the teenager to read salacious material or the kid brother to go for comic books because they are just at the eye level of his intellectual growth?

Ignoring good writing manners, I am going to be personal for a paragraph or two. Just as some people are heavy drinkers I am a heavy reader. I have averaged two or three books per week for years, aside from the reading required for the preparation of classwork. In my grade-school days it was fairy tales, Horatio Alger, and a dime-novel character, Fred Fearnot, who was so pure he glowed in the dark. In high school it was Zane Grey and Tarzan. In college it was everything from Shakespeare to Shaw. Last summer as a sort of experiment I dug up an old Tarzan story. Poor Tarzan, or perhaps poor me. Anyway, something was flat. Why? I just grew out of them, that's all. Just as I did my swimming suit of several years ago.

So I am not too concerned when my eight-year-old daughter asks me for a dime for a comic book. I am more concerned about having a dime. If comic books become a lifelong passion with her, I will lay it to some half-wit ancestor. Nor am I worried that she may attempt to emulate some character about which she reads. One of her favorite books is a sickening volume entitled *Little Folks from Etiquette Town*. She has gone through this thing at least five times, but since her etiquette is getting worse if anything, I am encouraged in the belief that anything she reads is not likely to harm her.

Boston's censorship of naughty books makes me laugh. I should like very much to own a bookstore two feet outside of Boston's city limits. I once taught under a principal

EDITOR'S NOTE: Mr. Rolseth thinks that the Boston type of censorship of reading matter is funny and unrealistic. He explains his point of view in terms of child development. Mr. Rolseth is a member of the faculty of Pewaukee, Wis., High School.

who had the Bostonian idea of censorship. Each month as magazines for the library came he would go through them clipping out any articles he deemed harmful to the morals of the pupils.

Yes, the students were deeply grateful. They would scan the magazines carefully, making note of the pages cut out. Then they would buy these magazines at the newsstands and conscientiously study the censored items. Arbitrary censorship is not the answer. Too careful sheltering will not produce a vigorous plant.

If a parent or teacher considers the problem a serious one, my suggestion is to give the young people more exposure to good books and good magazines. But for heaven's sake don't try to cram them down their throats. Just make them available in the homes and schools. They may be ignored for a long time, but eventually the young-

sters will get around to them. As a youngster I once read a 1,200-page home medical book simply because it was lying around. Condemning certain periodicals and books will do no good. It will just add zest to the reading of them. Remember Boston!

Last year in a citizenship class one of my pupils claimed to possess a library of between 300 and 400 comic books. He was a bright student, too, and above the average in school citizenship. I was not too horrified. One of these days he will discover Zane Grey. Last year I also had a senior history pupil who devoted all of her study periods to true-confession magazines. She doesn't know or care who discovered America. She has reached the peak of her reading attainment—the confession magazine. And nothing can be done about it until the medical profession finds a way of making synthetic brains.



To Be Mentally Correct

Having publicly predicted (two hours before the game) that the Detroit Tigers would win the series, I am now in a position to offer my time and intellectual acumen for a price. If there is anything about which you wish to know or if you desire advice on how to invest large sums of money, I shall be glad to be of service.

I mention this because the modern procedure seems to be to engage self appointed experts to do all mental work over and above that needed to breathe, smile, and drive a car. To be mentally correct one doesn't individually arrive at conclusions, but instead, one reads a newspaper column, tunes in on a radio commentator or subscribes to a weekly letter from a resident of some city of size and prominence.

Some one organization selects the best books, another picks songs that are most popular, another decides which stage plays are suitable, another lists radio programs that rate highest, and a dozen others make the decisions as to a dozen other human life experiences.

A person naïve enough to say, "I like it" when referring to anything at all is shunned and given down-nosed looks. One should say, "I see by the

paper," or "I heard" or "So and so says." Even a scholarly thesis is worthless unless it is filled with quotations and carries statements giving credit to the authors of half a hundred or more books and articles.

The average modern brain is not used as a thinking contraption but as a receiving set. You can understand, therefore, why I am interested in getting into the idea-sending class. Having picked the Tigers to win I demonstrated my skill and ability to do all types of thinking for the masses, so am now ready to hang out my shingle as a seer and bard.

Perspicuity was one of the qualities set up by great grandpappy as desirable for grandpappy to acquire; but now keenness, sagacity, and shrewdness are not especially important providing one has two or three "conclusion" creators to furnish the ideas. Great grandpappy certainly had a tough row to hoe lacking, as he did, daily expert advice on eating, dressing, bathing, fashions, glamour techniques, voting, investing, and forty-two hundred other things connected with sun-up to sun-down work and sun-down to sun-up relaxation.—RAYMOND E. MANCHESTER in *The Indiana Teacher*.

SOCIAL CONDUCT

South High's Course Keeps Improving

By
MARY BEERY

THE SOCIAL CONDUCT course being taught at South High School, Lima, Ohio, has made considerable progress these past three years. This one-semester elective subject on etiquette and appearance, offered to girls and boys in the eleventh and twelfth years of school, has been growing in popularity. Its enrolment has increased during these three years from one class per semester to three at the present time. The material included in the course and the methods employed have changed considerably along with class enrolment.

We now include behavior at home, at school, in public places, and at social affairs. Posture, good grooming, clothes, and voice training receive their share of attention. More effort is being made to have the course appeal to boys, too. This has already resulted in a ratio of one boy to two girls in the course, whereas it was one to three and a half when we began.

We have accumulated such teaching aids as these: more than one hundred menu cards, more than one hundred samples of suiting materials, over thirty shades and tints of various colored crepe papers, railroad time tables, bus and airplane sched-

ules, baggage tags, posture posters, sample visiting cards, wedding invitations and announcements, high-school commencement invitations, blocks of wood to be used as posture aids, and more than a thousand clippings and pictures filed under twenty-five headings for bulletin-board use.

We still need numerous helps—for instance, makeup kits for blondes, brunettes, and redheads; enough silver, china, crystal, and linen for at least one complete place setting; a recording machine for voice training; numerous samples of writing papers; supplementary books by present-day writers to be used for outside reading; and a supply of wrapping papers and ribbons with which to demonstrate gift-wrapping. The list could go on indefinitely, but this will give you an idea of what we want to do in the immediate future.

As the course develops, it will consist more and more of practical projects, of actual practice and demonstration work so that this newly-gained knowledge can be of definite value to the participants.

One phase of our work has to do with table manners. We discuss the subject from as many angles as possible, then we eat in various local restaurants and hotel dining rooms. There the pupils have an opportunity to apply what they have learned, and I have the opportunity to correct for them whatever mistakes they are still making.

Within these three years we have had thirty-two such dinners. Usually there were eight of us present. During the first few dinners, I felt that anything could happen—and it sometimes did! By the thirty-second, however, I could generally anticipate most happenings.

EDITOR'S NOTE: In the December 1945 issue of THE CLEARING HOUSE, Miss Beery described a new one-semester course in social conduct which she taught to 11th and 12th grade pupils of South High School, Lima, Ohio. Since the first year of the course numerous real experiences in social conduct have been added, and she tells about them in this article. Miss Beery is the author of a text on etiquette which will be published in 1947.

We shall always try to incorporate any changes that we think will make these dinners more effective. At this point, however, we believe that the following system has worked out best.

One boy is appointed as host. He makes the reservation, stating the number in the group, and the date and hour desired. He also goes early, the night of the dinner, so that he can greet the others as they arrive in the lobby. Then he sees the hostess or head-waiter, follows that individual to the table reserved for us, and proceeds to take care of the seating arrangements.

Each boy seats the girl on his right, and helps her remove her wraps. We discuss the various items on the menu before the waitress comes to take our orders. To have as varied a selection of food as possible, no duplication is permitted as long as there are foods still unordered. Thus each person learns, through observation, how to eat a wide variety of dishes.

The whole dinner is conducted, of course, in a friendly manner. The students are urged to ask me questions as they arise. Likewise, I correct mistakes as they occur but always as tactfully as possible.

Each person is expected to contribute his share to the conversation and to the general fun of the evening. Often the pupils seem surprised when they realize that one *can* have good manners and still enjoy himself.

At the close of the dinner, each boy draws out the chair for the girl on his right, and helps her with her wraps. Each person pays his own check, and furnishes his share of the tip.

On the twenty seventh of May, this year, we had our thirty-third student dinner, but this one differed from the preceding ones in that it was our first large dinner party. There were eighty-two of us, including our guests of honor, Mr. and Mrs. Gordon Humbert. Mr. Humbert is the principal of South High School.

We spent many hours in preparation. First, we saw the manager of the Hotel Ar-

gonne, selected a date when the Crystal Room (a private dining room) would be available, chose a menu, and estimated the number of reservations, which we later verified. Next, one of the girls telephoned an invitation to the Gordon G. Humberts. Then we set to work in earnest.

Three pupils collected the money, \$1.75 per person. The hotel received \$1.55 per plate plus a ten-dollar service charge. The rest went for paper caps and for our guests' reservations. We also ordered a corsage of gardenias for Mrs. Humbert and a white carnation for her husband.

The paper caps for the girls simulated old-fashioned hats. They were oval in shape, each cut from a different wallpaper sample, lined with black, cerise, or azure-blue construction paper and edged with ruffled crepe paper in the same shades. They were also trimmed with ribbons of the same color as the facing and edging so that they could be tied on. The front of each hat was bent in visor-fashion. The boys' caps were much easier to make, being dunce caps cut from wallpaper and fastened together with Scotch Tape. We printed each person's name on the front of his or her cap so that the caps might serve as placecards; they also added a gala touch to the appearance of the tables when we first entered the dining room.

The containers for our floral bouquets were large-sized pyrex baking dishes. We filled them largely with cerise, pink, and white peonies brought in by the pupils, then banked them with dark-green, shiny foliage. They were colorful, and very easy to arrange attractively.

Planning our table entertainment and holding sundry rehearsals required the most time. We had two toastmasters, who said everything in unison, and a varied program. The program consisted of jokes, a humorous duet, a reading in dialect, two songs by everyone present, a wind-instrument trio, a fortune-telling number for the person under whose first-course plate a lucky numeral had been concealed, a tap-dance number, a quar-

tet, and an original comedy skit based on the music of "A Bicycle Built For Two." The highlight of the evening was the after-dinner speech made by our principal.

Long before the end of the party I had detected flaws in the planning. Now, after considering it all in retrospect, I could name still more. In this respect it reminds

me of our first small dinners. But like them, these larger ones can do a great deal toward training our young people to be alert to the niceties that are so essential to social living. By the time we have had thirty-two of these larger dinner parties, we have every reason to believe that they, too, will show improvement.

* * * FINDINGS * * *

SOCIAL STUDIES: The "big four" among required social-studies courses in Wisconsin high schools, states Leonard Haas in *Social Education*, are U. S. history, world history, citizenship, and problems of democracy. Ancient, medieval, and modern history, three important courses of a generation ago, have almost been abolished. The status of the 4 chief required social-studies courses, according to reports from about 90% of Wisconsin's high schools, is roughly as follows: U. S. history, required in 99% of the schools and elective in 1%, is placed in the 11th grade of more than 75% of the schools. Citizenship, required in 80% of the schools and elective in 10%, is a 9th-grade subject in 95% of schools offering it. World history is required in 65% of the schools, and is elective in 25%, and is placed in the 10th grade of 95% of these schools. Problems of democracy required in 35% of the schools and elective in 30%, is a 12th-grade subject in 93% of these schools. The high ranking social-studies courses which are chiefly elective are: geography, elective in 65% of the schools and required in 12%; economics, elective in 35% of the schools and required in 12%; and sociology, elective in 25% of the schools and required in 10%. Only 6% of Wisconsin high schools offer ancient history; 1%, medieval history; and 4%, modern history.

GUIDANCE: The 5 most serious problems in guidance, and the per cents of 283 responding Michigan superintendents who mentioned them, are given as follows by Clifford Woody in *Journal of Educa-*

tional Research: Detecting and treatment of physical, mental, and emotional difficulties among pupils, 49%. In-service training of teachers for effective guidance work, 46%. Helping pupils to solve their personal problems, 38%. Factors in school which contribute to emotional disturbance in boys and girls, 35%. Most effective type of guidance organization for schools of various sizes, 34%.

HONORARY DEGREES: Each year approximately 1,500 honorary degrees are conferred in the U.S. The publicly controlled colleges and universities account for only a little more than 10% of the honorary degrees awarded each year. Among the privately controlled institutions, the ratio of honorary degrees to earned degrees conferred is about 8 times as high as among the institutions publicly controlled. So indicates Clel T. Silvey in *School and Society*. In this country, the first honorary degrees seem to have been conferred by Harvard College in 1692, when the College made its own president an honorary doctor, and its entire faculty of two, honorary bachelors. Yale University followed suit by awarding an honorary doctorate to a man who gave the institution about \$80 worth of books. Such a motive "has been all too common ever since." Herbert Hoover "appears to hold the record" with more than 50 honorary degrees. Stephen E. Epler's study of honorary degrees conferred in the decade of 1920-30, quoted by Mr. Silvey, showed that about 33% went to alumni; almost 33% went to clergymen ("Obviously the church colleges have been active."); 5% were given to trustees (The entire 20 honorary degrees given by one college went to 20 of its own trustees.); and "the business men and bankers took their usual 6%, and the politicians 8%." Mr. Silvey believes that honorary titles should never misrepresent by duplicating academic titles: "e.g., substitute 'Honorary Fellow in Science' or 'Fellow in Science' for 'Cc.D.'." And he adds that since American colleges have been unable to standardize conferring of honorary degrees, accrediting agencies should set up definite controls.

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EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, or even the scope of the study.

A COMMENCEMENT *Kodachrome slides enlivened program* WITH COLOR

By REED FULTON

KODACHROMES were used extensively in the 1946 commencement at West Seattle High. Colorful pictures filled the big screen, relating in some manner the use of education in adult life.

Some fifteen of the 370 graduates portrayed a wide variety of occupations, commenting in turn upon the way in which subject fields, skill, and attitudes build a satisfactory life.

For example (given by Salutatorian):

"As is explained in our programs, we are trying to evaluate our high-school experience by asking various types of persons whether or not they are using in adult life the education they received in high school. At very best, the answers you will hear this evening are inadequate because there is no absolute measure for knowledge or inspiration. Nor is it possible to foresee the intricate ways in which habits of work, of honesty, of clear thinking, may assert themselves in the life of you or me. . . .

"The quality or atmosphere of a school is most significant. In our school we have had reasonable freedom because we here have been taught to use freedom fairly, without over-running the rights of others. We have

been expected to live in school the lives of respectable citizens. Life is not something for us to begin now that our high-school days are over. Already we have been living our part, doing our part in behalf of the common good.

"Back in 1918 the West Seattle High School felt the first current of youth flowing through its corridors. All who have come and gone in the 28 years have not been numbered, but over 10,000 graduates have thrilled as we thrill tonight.

"Many of you parents seated here tonight have, packed away somewhere, a diploma from our high school.

"As you listen to the characters who will speak to us, look back into your own school experience, be thankful that in this America of ours, education is not colored or fashioned for some evil purpose. Here education is free. One may have as much as he can contain.

(A PICTURE OF THE EAST DOORWAY OF OUR SCHOOL APPEARS ON THE SCREEN.)

"Here is a doorway—the doorway to knowledge, the doorway to preparation. The richness of those colors is a token of what lies within. There will be other pictures, each to reveal in part the completeness with which our lives are affected by the development of our minds and souls."

EDITOR'S NOTE: During the 1946 commencement program of West Seattle High School, Seattle, Wash., Kodachrome slides showing Pacific Northwest scenes, synchronized with the scripts, were thrown on the auditorium screen. Mr. Fulton, who explains the development of the program, is principal of the school. Mr. Fulton is nationally known as the author of six novels for young people.

Another senior speaks: "Whenever I get a chance I walk over to Sunset Avenue and soak in the view. (PICTURE: LOCAL SUNSET) It really doesn't matter how I earn my living. Perhaps I'm a mill worker, perhaps I'm a doctor. The thing that matters is that my education has increased my awareness of everything about me. And when I am aware

of things, I have a stronger appreciation. Things mean more to me.

"When I see (PICTURE: CLOUDS, MOUNTAINS) those clouds, those mountains, and that expanse of water, I take in something that's as necessary to fine living as bread and water. I go back to my daily task refreshed in my soul. I feel more friendly and more tolerant. I have a desire to do a better piece of work. I get more out of life and I give more to life.

"Education opened windows for me. I see more things that thrill me. I see more things I can accomplish. I wouldn't be surprised if moments (PICTURE: MOUNTAIN SCENE) like this—looking at such a proof of God's marvelous power—maybe this is the great reason for living—to be able to see and understand such majestic beauty."

Another senior speaks: "I helped build the greatest dam in the world. (PICTURE: COULEE DAM) For nine years I have been a *civil engineer*. True, I went through college, but the foundation of my success was laid in the classrooms of West Seattle High School. I cannot point to any one subject and say that I owe the most to that department, for I am the product of every course and every teacher who had me in class. The knowledge and the patience and the inspiration of every teacher played a part in preparing me to help shape that great giant which has enslaved the Columbia River. (PICTURE: NORTH BANK OF COLUMBIA)

"Look at that rush of water. Look beyond and below to the whirling generators. (PICTURE: CLOSE-UP OF ANOTHER DAM) Understand that unbelievable current of power which flows through high-voltage wires to perform the labor of a million and one men. (CUT OFF THE PICTURE)

"Then look back to that moment a dozen years ago when a teacher stopped beside me as I worked a problem on the blackboard. Hear her voice as she said: 'Bob, I think that you will be a fine engineer someday.'"

Each of the 15 scripts was written to fit the kodachromes available. From one to eight pictures were used in each script. During rehearsal with the pictures it was found necessary in several instances to add words to the original script in order to give time for the shifting of slides. Rehearsal also revealed the need for substitution of pictures in some cases. The preparation took on work-shop characteristics which made this final experience a helpful one to the seniors involved.

The following occupations were represented: doctor, airplane hostess, civil engineer, secretary, farmer, housewife, carpenter, teacher, geologist, reporter, superintendent of a logging company, minister, small business man, fisherman, nursemaid.

The opening speaker welcomed the audience, made a general explanation of the idea behind the program, and offered some comment on the nature of education. The valedictorian tied the program together in the following manner:

Conclusion: "Better than 10,000 boys and girls have graduated from W. S. H. S. The majority of these are now living in this great Pacific Northwest. (PICTURE: MAP OF PACIFIC NORTHWEST) Each of us might point to a spot upon this map and say: 'I know a graduate who is living there, or there.'"

"Spread as they are on farms, in factories, in office buildings, they form a stream of knowledge and ideals which will continue to make its mark upon the American way of life. Characteristic of our high school is the spirit of cooperation which makes possible a great crew (PICTURE: ROWING CREW ON LAKE), or the development of the individual which finds a physical outlet in man contesting with nature (PICTURE: LONE SKIER).

"No phase of education is lost if it makes us better as individuals and willing to join with others in a fine achievement. To be able to appreciate the world about us—the insignificant—(PICTURE: CHIPMUNK) and yet to this tiny creature life is of supreme sig-

nificance. To be able to thrill at the sublime. (PICTURE: TABLE MOUNTAIN) (PICTURE: LAKE)

"We have wished to show you this evening that education is in part to enable us to make a living, but even more it is to help us improve the living which is ours today and which is to be our children's tomorrow; it is also to make us aware of all of the living of all of the people in all of this world. (CUT OFF THE PICTURE)

"It goes without saying that education is not a process confined to the schools. The radio, the movie, the newspaper, the com-

munity—all share in providing our background. Because this is true, those of us who are enthusiastic about the American way of life must influence all kinds of education. We must seize with eagerness the responsibility as well as the privilege of living under the Stars and Stripes. We must use our education. We must not allow any special group of any description to influence unduly our country. We must make true the statement from a great American: 'You can fool some of the people some of the time, but you cannot fool all of the people all of the time.'"



Introducing Classroom Films in a Small School System

Our Victor sound projector was delivered last December. We immediately developed a library shelf of all available films for teacher reference. Teachers select the films that they believe suitable for classroom use. We secure them on a rental basis for a period of time ranging from one to three days, and carry complete insurance coverage. Films, when they arrive, are used only by the teacher or department requesting them. They are shown from one to five times for study purposes, depending somewhat upon the technicality of the films and the previously prepared background of the class. We encourage the teacher in the use of thought-provoking questions prepared in advance for use with the showing of the film.

In our system, with four buildings and thirty-three teachers, we are this year allowing the junior high school to use the machine one day a week and the elementary school, one day a month. The high school keeps the machine busy from three to five hours a day during the rest of the time. We use one classroom exclusively for visual work. We have discontinued the occasional use of feature pictures for the student body, as we do not feel that we can spare the time from regular work.

We have developed a record card which the teacher fills out on every film, giving among other things an evaluation of the film for class use. These records are permanent. They provide valuable reference material from year to year. It is our experience that at the secondary level the general fields of science, history, agriculture, physical education and health, home economics, and shop have at the present time very rich teaching aids available. There is a limited amount of very valuable material in the

commercial field and mathematics.

Our estimated budget for the current year for visual education, we believe, will not exceed \$350. In order to make the most effective use of the visual work at the elementary and junior-high-school levels, we must secure at least one additional machine. We have equipped each building with a dark room and screen, so that it is necessary to move only the projector between buildings.

We are following the policy of having the individual classroom teachers become trained machine-operators, with the suggestion that they use student help in the management of the program to the degree that they believe it beneficial to the program.

We have made no attempt to run any test studies to indicate the effectiveness of visual education. The reaction of the students, and therefore the public, is such that we expect the use of visual material to increase as our organization grows into the technique of using fully this relatively new tool. . . .

On the adverse side of the visual program, we find that it takes additional teacher time and preparation to select the film, preview it, and prepare student reference material relative to the film. There is also the office problem of developing the film schedule, eliminating conflicts, and seeing that teachers fill out the required records, in addition to the handling of the numerous parcel post and express shipments of films coming in and going out.

If teachers worked the same number of hours per week that industrial workers give to their business, we would require an increase of thirty to fifty per cent in staff members. We believe this condition is around the corner.— L. L. HAGIE in *Film and Radio Guide*.

SUGGESTION *as a*

Factor in Social Behavior

By
DOROTHY F. ABRAMS

SUGGESTION REFERS to a process in which uncritical and sometimes immediate responses to stimuli are produced in a given situation because the behavior mechanisms involved have already been prepared to react in that way. It involves a preparatory setting of the synapses at the motor centers and, possibly, increases the tonicity of the muscles to be employed in carrying out lines of behavior suggested. It is a condition in which the activity is determined by impressions or suggestions received from others.

All adults are more or less suggestible, but the trait dates back to childhood, where it is indeed exaggerated. What we call suggestibility in little children is often nothing more than the fact that response patterns have been built up which are touched off by words uttered by adults. The child is suggestible simply because in early life there is nothing much to interfere with the execution of most simple acts which are named by other people.

Most children are open to suggestion in a high degree, and all through pre-school

life they are receiving suggestions from their natural environment, from parents, and especially from other children. When they become part of a school group they are continually subject to suggestion from other pupils and to a more or less systematic training by suggestion from the teachers. Education should leave one sensitive to the life of his fellows but independent of their suggestion. It should not cut away his sympathy—he simply maintains his individuality.

In the teaching process the teacher needs to demand personal reaction and encourage any original judgment. In this way the child gets the habit of thinking for himself. It becomes much too easy for teachers to inflict their suggestions on children; principals, on teachers; and superintendents, on principals. Unfortunately we are not training children to think for themselves, and very often not allowing them to do so when they can.

From the core of our elementary-school system through to the secondary level it seems to save time and work on the part of the older folks to have the young folks accept their (the oldsters') suggestions. It often prevents open-minded discussions and valuable conclusions. Such procedure dates back to the pre-conceived idea that children should be seen and not heard. Such procedure is a false economy, for it prevents the development of a self-analytic and self-thinking democracy.

Life is intensely social. From the beginning the child's activities are expressed in the presence of people who at once attempt to control and modify his behavior.

EDITOR'S NOTE: *Miss Abrams deals in this article with the tremendous power of suggestion in influencing individual and mass behavior. She believes that one of the big responsibilities of the schools is to turn out graduates who are not suggestible—who examine issues critically instead of responding unthinkingly to emotional appeals. Miss Abrams is school psychologist in the Children's Bureau of the Board of Education, Passaic, N. J.*

The child has two extreme reactions to suggestibility. First, he may become a victim of suggestion to such an extent that he never develops his own mental power. He carries through life his childish tendencies and is easily swayed by his contacts with persons or with different forms of suggestion, and he becomes an easy prey for the skillful salesman or clever advertising. Second, he may become a rebel. Both types of children are known to all of us—not only as children, but as adults.

I numbered among my acquaintances a man of some forty years. During the last presidential election his choice of candidate changed no less than six times inside of as many days, according to the political party represented in the group in which he found himself. When Election Day rolled around I'm not sure he voted at all. His gullibility to suggestion left him so confused that he wasn't certain just who was the right man.

We may classify suggestion in three different types: (1) It serves to build up or prepare a setting for a definite response when a releasing signal is given. It may include all sorts of subtle flattery and build up another person to such an extent that the behavior which is desired for him can later be produced. (2) It may serve as a signal which releases attitudes already established. (3) It may augment released response as it is being carried out.

There are instances of social situations where (1) the suggestion stimuli are inherent in the environment in which we find ourselves, (2) where the stimulating factors are purposely introduced by someone else, (3) where suggestion comes from one's self. Many situations involve two or even three of these sets of factors. The exact manner in which suggestion works to influence organic functions is not always clear, but it seems probable that beliefs and emotions may have a direct effect upon the autonomic nervous system, which in turn acts upon the viscera.

There are a number of factors which are

doubtless important in suggestion situations. The internal condition of the person (is he hungry, fatigued, or emotionally disturbed?) is the first factor to be considered. We have all had the experience of knowing how much easier it is to assent (than argue) when one is hungry or tired. It's the age-old story of "following the line of least resistance."

External conditions such as repetition, volume, duration, or rhythm of stimuli are the second factor. How much easier it is to fall victim to a rhythmic suggestion than an irregular one. Have you ever watched how quickly the feet (or heads) of an audience respond to a military march?

The third factor of importance is the prestige of the manipulator. Incidentally, the last carries serious danger—for there is no reason to assume that a person of outstanding ability in one field is also to be taken seriously in another. This same factor of suggestion plays a major role in modern advertising—a famous football coach endorses a certain cereal, a favorite film star chews a certain kind of gum, and immediately the sales for these articles go skyrocketing. The prestige effect of large numbers is a similar evil—from endorsement by the Dionne Quintuplets to endorsement by the whole Democratic, or Republican, Party.

Some persons develop the habit of placing implicit trust and confidence in great numbers of people. Others scrutinize every person with great care, are very suspicious, and seldom take any suggestion without many reservations. In other words, we differ in the degree to which we respond to the influence of others and also in the number of persons by whom we permit ourselves to be influenced. If we have great confidence in another person, we accept suggestions from him, and vice versa. Whether we are habitually resistive or suggestible is dependent upon the experiences we have had with others.

The most unfortunate result of gregari-

ousness in our present social life is the great confidence people have in what may well be called "class thinking." Usually the crowd travels upon a low emotional and intellectual level. This is largely the result of lack of discussion. The crowd cannot tolerate differences of opinion; discussion dissolves unity. It is difficult for one to think his own thoughts, act in his own ways, form his own judgments if he is susceptible to the influence of the surrounding herd.

The confidence that people have in an idea that is widespread reminds one of both superstition and day-dreaming. They believe that what everybody assents to must be so true as to forbid any investigation. The most obnoxious traditions and unprofitable processes of social reaction can be largely established by general assent.

Tarde, LeBon and other French writers believe that suggestion furnishes the key to the explanation of mass behavior. Death (by black magic) in many primitive societies can be traced back to suggestion. Among the Chinese it is frequent to say that "he died of anger"! Death cannot be explained as due to anything like a stroke for it is not sudden. The victim may become very angry, be forced to suppress his anger, become ill, and die in several days or weeks.

Mass thinking also resembles day-dreaming. It has in it an optimism which seems to build upon the idea that what many want to have as true must come true. Necessarily the crowd hounds the innovator and stones the prophet, and as a consequence suffers delay in its normal progress.

The fact that individuals have been transformed into a crowd puts them in possession of a sort of collective mind which makes them feel, think, and act in a manner quite different from the way in which each individual of them would feel, think, and act were he in a state of isolation.

There are three causes for the phenomena of crowd behavior: (1) the feeling of invincible power, which makes the crowd more primitive and less subject to control by conscience or by fear of punishment, (2)

the fact of contagion or imitation, and (3) allied to this heightened suggestibility, a status bordering on hypnosis.

Crowd behavior is highly emotional and suggestible, with complete absence of any feeling of individual responsibility, without ability to reason or to be critical of the ideas suggested to it. The individual is not a static entity, but rather a dynamic being whose characteristics and actions change under the varying influences of external situations or the social field. As one of a group, there is a tendency to accept the notions current in the group.

There are many historical instances in which suggestion and interaction have resulted in the widespread occurrence of "striking" and bizarre forms of behavior over an area much larger than a single group or locality. The Crusades, the spread of the practice of flagellation from Italy in 1260, the persecution of alleged witches, tulipomania in Holland in the seventeenth century, religious revivals, and the phenomena of fashion are all classic instances of the power of suggestion. In our own day, labor unrest, social unrest, new religious and political sects, Sinatra Clubs, etc., can be traced to the basic psychological principle of suggestion.

Suggestion is one of the many ways in which fear is produced. Unquestionably, Hitler made good use of this plan many times. Through suggestion, paralyzing mental—as well as physical—fear can be induced. During the war fear (brought on by suggestion) created many helpless cripples and paralytics.

Under certain conditions, people remain like children in their tendency to respond uncritically and automatically to verbal stimuli. All sorts of people (parents, advertisers, football coaches, teachers) find suggestion of tremendous value in their lines of work.

Although suggestibility may involve the danger of inducing personality disorders, it can also be a characteristic of the individual favorable for learning of various kinds, for

it leaves him open to new ideas. Unless it is balanced by other factors of personality and regulated by right training, it may also render one liable to many errors.

Man does not live to and for himself alone. It was not meant to be so. But man must learn to be critical and to search long and wisely before accepting the intellectual patterns, the ideas and beliefs of other people.

The best antidote for mass thinking is education. Intelligent persons are most likely to form individual judgments about political, economic, and religious interests. The truer his education and the richer his resources, the less dependent he is upon external stimulations. An uneducated democracy is bound to suffer from suggestion.

Today, as never before, our country needs to be free from blind suggestions. We need to be able to make sharp discrimination between rumor and fact. We need to be able to analyze quickly and critically. We need to be able to form quick, but clearly defined, well-organized, and deeply rooted judgments. Fast messages—often erroneously misconstrued by radio announcers and commentators—thrown out as mere suggestions, too often grow to gigantic size unless we act as personal scientists of research in the recesses of our own mental, moral, and physical make-up.

Each of us is an individual, but each is a part of the large group which goes to make up this vast America. Each person's behavior has its reaction on every other individual in the group and such reaction is reciprocal. One mere suggestion often brings a type of social behavior that lasts for years. Education in its fullest measure—including mental, physical, spiritual and moral—is the best short-cut to worthwhile suggestions and the best antidote for the types of suggestions that are detrimental to a nation like ours.

Unfortunately, our nation is one whose keynote is speed. Our schools, by and large, emphasize goal-ends, and the best pupil is the one who reaches that goal first. Great

stress is brought to bear on marks. In many cases the speediest way to the goal-end and an "A" student is through suggestion.

I cannot emphasize too strongly the schools' responsibility in developing a questioning, self-thinking body of students. In my experience (when I previously taught history classes) I have seen a class "on its toes" in two seconds—stimulated, argumentative, and thinking, when I threw out the suggestion that much as we might hate to admit it, there were probably many phases of the Russian type of government that would work to great advantage in our own country. And again, I have seen a parallel class respond docilely and amiably to my suggestion that while Communism might work satisfactorily for Russia it certainly would not work in our country.

The schools, and in particular, the individual teachers, can and need to exert a tremendous influence in this problem of suggestion. This influence should begin in the elementary grades, when the child first starts really to think for himself and becomes sensitive to impressions. It should be carried on with even greater strength at the junior-senior high-school level, where pupils are the victims of emotionalized thinking.

The teacher should be certain that his own thinking (or suggestion) is clear of bias, bigotry, and emotion. The challenge to criticism and question should be a two-way affair. Despite their immaturity in years and experience, I have often had youngsters open up an avenue of thought that had not previously occurred to me. We "oldsters" sometimes lose sight of changing situations and circumstances. "True education leaves one sensitive to the life of his fellows but independent from their suggestions." The true teacher stimulates personal reactions and encourages original judgments. This thought-provoking attitude should be carried on up the line—from teacher to pupil, from principal to teacher, and superintendent to principal. This, alone, is true democratic education.

THE "CHALLENGE":

That is what the principal called
Miss Allen's slow sophomore class

By
JOSEPHINE FRISBIE

MISS ALLEN was a traveling teacher; that is, she traveled within her own school. She had to come all the way across the building and up two flights to meet her third-hour class. Try as she might she could never get there much before the bell rang. Today was no exception.

Some day, she thought, after she had been here longer, she would have a room of her own and not have to move around from one floor to another. The teachers were kind about it and left chalk and erasers out for her, but she was fearful that her pupils might write on the desks or scatter paper around. She never had time to inspect the room after class was over. If she didn't leave immediately, she was late for the next hour.

Today, she thought as she opened her black notebook, she ought to talk to them about their spelling. They were all such poor spellers. They even went out of their way to get words wrong. They spelled *salt*, *s-a-u-l-t*, and *among*, *a-m-o-u-n-g*.

When she got too much discouraged, she tried to tell herself that that was the kind of class it was. It could in no way be called typical even though there were hundreds of such groups all over the country.

EDITOR'S NOTE: Miss Allen's first glance around the room confirmed her worst fears. But it said in her contract that she had to be cheerful about it. Miss Frisbie, who tells about Miss Allen's new English class, teaches in Central High School, Omaha, Neb.

Shortly after the semester had begun Mr. Nefrow, the principal, had called her into his office.

"The slower sophomore English classes are too large," he began. She wondered whether he knew that some of the brighter students called these "slower" classes "Idiot English." He watched her closely.

"We need to form a new class. I notice you have third hour free. If we combine two of your other classes that are rather small, would you like to have this new one?"

Miss Allen remembered the portion of the clause in her contract which read "and perform cheerfully any duties . . ." They could have at least left out the word *cheerfully*, she reflected.

The first time she met the class, a glance around the room confirmed her worst fears. Each teacher whose class had been too large had sent three or four she was glad to be rid of. Miss Allen felt a touch of resentment and then dismissed it immediately. That was exactly what she would have done had she had the opportunity. It was the natural thing to do. Pupils who learn quickly make one feel like a splendid and inspiring teacher. Pupils who do not are a frustration to their teacher as well as to themselves.

This morning she thought about that first day. In order to find out their names she had passed a cardboard seating chart around. It had gone down the first row rather quickly.

"Oh, no," she said, "you've got the first row front seat beginning in the back." And she thought she had given the directions so carefully.

Then, realizing that she might sound quite incoherent, she smiled at Virginia, who was looking frightened. Virginia had lipstick on her teeth, and her nails were bitten back almost to the half-moons.

"I tried," she said, the tears welling up in her eyes.

Miss Allen took the chart and erased all the names in the first row.

"That's all right," she said as she blew off the erasure. "Don't worry about it. We'll fix it up. Now, put your name right here. Then pass the chart back."

Miss Allen had been determined not to seat a class of this kind alphabetically. Pupils like this would appreciate a little freedom from regimentation. She would at least try to make them feel comfortable.

She watched the boy behind Virginia write his name.

"You have a very famous first name," she said.

He grinned.

"I know," he said. "There's a cigar named *Homer*."

Later she learned he wanted to be a prize fighter.

A chubby little boy was next.

"I'm new," he explained. "I went to Dez Moines last semester."

The teacher nodded.

"We'll give you plenty of time to get used to the way to do things. You'll be all right. Just ask about anything you don't understand."

The next seat was occupied by Geneva Schlitz. Her cheap rayon dress popped at the seams. Her blond hair was long and fuzzy. Her fingernails were heavily edged in black. One day Miss Allen had talked to the class about the necessity of having a quiet place at home to study. Later she found out that Geneva had six little brothers and sisters. The family lived in some housekeeping rooms.

The boy in the next seat had come up after class that first day.

"I'm just waiting around till I can get

in the navy," he explained. "I prob'ly won't be here long."

His information card showed that he had come from the state industrial school. He was the one who—but that, thought Miss Allen, was another story. She brought herself quickly back to the present.

Today she was going to talk to them about their spelling. Can't you do something about spelling, people always asked.

"One of the things most of us need to learn," she said brightly, "is to train ourselves to be better spellers."

Raymond, the boy with straw-colored hair that he had as hard a time keeping in place as his shirt tail, put his head on the desk back of him and looked at the ceiling. Miss Allen tried to remember that Sidney Carton had looked at the ceiling when he was thinking hard, but it was not an entirely convincing comparison.

"Do any of you feel that you could improve your spelling?"

An embarrassed little giggle went around the room. Maybe she had touched on a vulnerable spot. She felt she at least had their attention.

"And the first thing we have to do," she went on briskly, "is to *want* to learn to spell better."

It sounded silly, but she had to make a beginning somehow. She had never felt adequate to teach a class of thirty as individuals. Some people could—some people she knew—but she, herself, had never been able to make it work. She had to handle such pupils as a group.

"How many of you really want to learn to spell better? There may be a few tips I can give you that will help."

Virginia raised her nail-bitten hand timidly and then put it down as she looked around and saw hers was the only one.

"Oh, come on now," Miss Allen chided good-naturedly. "I can't help you if you don't want to learn."

Then most of the hands in the class went up slowly. All but Ray's. He was still

looking up at the ceiling, his head resting on the seat back of him.

There flashed through her mind a scene in the dean of boys' office the week before. The dean had told Ray to go home and bring his father back with him before he could re-enter school.

Ray had spoken with what might have been interpreted in some circles as "contempt of court."

"I can't bring my father up. I never see him."

"Why not?" the dean had asked. "You live at home. Isn't he home in the evenings?"

"Oh, sure, but he's always gone to bed when I get there."

"But where are you in the evenings? You don't work."

"Oh, just out messin' around with the kids."

Today as she looked at him, Miss Allen wondered how he had got back into school. The dean of boys was usually pretty insistent. Would getting back be worth giving up one evening of "messin' around with the kids"?

"Ray," she said, "aren't you interested in learning to spell better? I noticed you didn't raise your hand."

He was one of the worst spellers in the class.

He sat up. No books or papers cluttered his desk. He always came to class empty-handed.

"I don't know," he said dully.

A good teacher, Miss Allen thought glumly, would have them all sitting on the edge of their seats. These kids will be voting citizens, some of them in just a few years, she reminded herself. She tried not to be dismayed. She took a new breath and started again.

"Here is a list of words," she said, "that many of you have misspelled on your papers. Will you look at the list and see whether there are any words that bother you particularly?"

She gave them the page number in the text.

When she looked at Eugene, he raised his hand.

"I lost my book yesterday," he said wearily. "Some kid took it out of my locker."

He always had some excuse. Once she had sent him to the office after he had come to class three days in succession without a book or an assignment. But he had missed two days of class sitting in the office and then come back with a book that had all of the section they were using torn out. She wondered whether she should send him out again. She decided not to.

"This is horribly dull," she thought.

"Have you seen any movies this week?" she asked, apropos of nothing.

Immediately the girls' eyes brightened.

"I saw 'Last Weekend,'" one of them said.

Miss Allen looked puzzled.

"You know—the one where the guy got drunk and a mouse came out of the wall," Mary prompted.

"And was he drunk!" Ray laughed with the special laugh with which most of the class met any reference to women or liquor.

"Oh," said Miss Allen, "don't you mean 'Lost Weekend'? Do you know why it was given that name?"

"I guess his head was his weak end," Ray suggested, and started the whole class to laughing.

Miss Allen decided not to pursue the subject further. She wished she had not brought it up.

Florentine raised her hand.

"I didn't go to any movie because I'd rather go roller skating," she said, determined not to be left out of the conversation.

"Do you go often?" Miss Allen asked.

"Every night it's open to high-school kids."

"Does your mother let you go on school nights?"

"I live with my aunt, and just so's I'm

home before she gets there, she don't care. She gets in about one thirty. She works at a night restaurant. But Betty—" she looked across at the pretty, little dark-haired girl and giggled. "Betty has a system."

"Sh-sh," Betty cautioned from across the aisle.

"Miss Allen won't tell," the other girl promised, but it was not until after school that the story came out.

Betty did have a system. She told her mother she was going to take care of children. That was why she had to be out so late. She even took her books with her and hid them under a tree. Then she met her friends at the roller skating rink. One night it had rained and all her books got wet.

Miss Allen never was quite clear as to how Betty explained to her parents about the money she was supposed to earn. She did not confide on that point.

"What do some of the rest of you do in the evenings?"

"Just mess around with the kids," Sam said.

"Well, maybe we'd better get back to tomorrow's lesson," Miss Allen suggested. "We were talking about spelling."

Virginia gathered her courage and raised her nail-bitten hand. She had pressed her lips against her teeth so hard that they were redder than ever.

"I never know how to spell *to*, *too*, and *two*. I get mixed up."

Miss Allen explained it carefully, writing example after example on the board.

"Does that make it clear?"

Virginia nodded happily.

"Now, you tell us how you would spell *too* when you say *too tired*. Yes, you may look at the examples on the board if you want to."

The girl bit into her forefinger thoughtfully.

"T-o," she said confidently.

Miss Allen went through the explanation again. This time she did not direct a ques-

tion to Virginia. Sam got it right. But would he remember tomorrow?

She made the assignment and finished just as the bell rang.

"Can every one of you bring your book, your notebook, and a pencil tomorrow?" she asked.

They nodded enthusiastically. Not, she felt sure, because they intended to carry out her instructions, but because they were so glad the bell had rung.

As they were leaving, Betty and Florentine were talking excitedly and confidentially.

"My folks will be gone by nine o'clock tonight. You can bring them over then," Betty offered.

"I will," Florentine agreed. "If Butch has his car, maybe he'll manage to bring some beer."

Miss Allen gathered up her books. If she did not hurry, she would be late for her next class.

In the hall she met Mr. Nefrow, the principal.

"How's the class coming?" he asked. "That particular group of children need the best teaching we can give them. Some day they're going to be voters."

"And perhaps even school-board members," Miss Allen added grimly.

Mr. Nefrow smiled and nodded.

"A class like that is a great challenge," he said.

She felt he intended saying something more, but just then he looked down the hall. With the x-ray eye peculiar to all principals he had seen a boy toss an orange along the corridor to one of his friends.

Mr. Nefrow turned abruptly. Miss Allen watched his retreating back and the embarrassed boy.

"A challenge," she repeated dully, "a great challenge! That's what they always say."

She walked faster. The halls were beginning to clear. If she did not hurry, she would be late to her next class.

G. I. PARENTS

*Principal makes
six predictions*

can change the SCHOOLS

By
RUSSELL V. BURKHARD

MEN'S LINGERIE took a turn for the better when BVD's blossomed into trim-fitting shirts and shorts. The functional male wrist watch only reached its American stride in the early 1920's. So did the comfortable, soft-collared men's shirt.

These three are oft-quoted but typical instances of the post World War I impact. The 1917-18 aftermath was only a warm-up for the 1946 era. The earlier group operated on about two and a half million males for a couple of years. Today's social adjustments are being caused by the return of the most traveled fighting force in history. Twelve million men and women with a time-out allotment of approximately five years from their lives have some very strong ideas about certain things. So strong, in fact, that they should remodel definitely the shape of things to come.

For those of us who are parents and educators these potentials should be worth a very good going over. Too many years before Pearl Harbor we dinned into the not-so-receptive ears of Youth, "An education

Pays." Little did we realize how downright accurate we were. As our kids hit the Big Time of the Services they found ratings, salaries, positions, training were definitely paying off, contingent upon high-school diplomas and college degrees. Then to keep it boiling we found the returning soldier really following through on his 1945-46 GI veteran education.

It is significant for us that our returning young men and women probably have a stronger conviction than ever that their own kids are going to have a thorough, comprehensive education and a home. As veterans take on community responsibility and make their way onto school boards, committees, and community government it isn't difficult to predict that some social betterments will develop for America. Or else—

Without encroaching on Drew Pearson's 82 per cent right area, it may be in order to make a few passes in the direction of school, home, and society, which just about covers the water front. Time alone will tell how far out in left field they may prove to be, though the writer really believes he is slightly right of dead center.

1. *A 12-month educational program.* World War II men and women had to learn rapidly. That they did—mainly because of strong motivation and quick application, mostly outdoors. So many things should be learned today, many of them with outdoor application, that it seems pitiful to let the summer vacations slip away when they are so fruitful for learning. If summer camps have proved beneficial for the few they should have some good values for the many. Our urban and suburban school popula-

EDITOR'S NOTE: *When the twelve million men and women who have been in the armed forces begin to make their weight felt in home and community, Mr. Burkhard believes, they are likely to want a number of changes in the schools. With the aid of facts, trends, and possibly a crystal ball, he predicts what those changes will be. Mr. Burkhard served in the Army for 40 months in World War II while on leave of absence from the headmastership of the F. A. Day Junior High School, Newton, Mass.*

tions contain vast numbers who can profit by an educational program that could operate somewhat on the principle of summer camps.

The "We-Can't-Afford-It-School" will wail and holler, but unsuccessfully, if World War II folks really want it. A nation that paid a daily two hundred million dollar greens fee for waging war can afford to experiment with a device that is cheap for the decency it is capable of producing.

2. *Better-trained, well-paid teachers.* World War II people had plenty of wartime instructors loaded on them. Those that reeked with inefficiency soon became the great unwanted. And now with such an experience these same people are *not* going to see their present infant crop exposed to any such deal. A growing youngster is far more subtle a piece of merchandise than any atomic bomb. If the country could underwrite the expenses of top scientists for bomb development it can jolly well afford it for Young America's growth. And what's more, it will, if World War II folks are on the job.

For services rendered the teacher is one of the community's key people—but he or she must have more than keys to live on. While the present poor teacher-salary schedules are in effect some good teachers will continue to be bid out of education or will be forced to shift their loyalties for better economic and social adjustments. And this is a mighty poor state of affairs.

Two and one half billion for public education when the liquor and cosmetics take is a conservative fifteen billion is so cock-eyed it hurts. Orson Welles recently told a radio audience that teaching was the finest of public services and teachers should be the highest-paid people of the community. One group perhaps more than any other can remedy this national disgrace, pronto. Guess who?

3. *Organized student look-learn tours.* History, civics, and government can be book-learned up to a point. To clinch ideas

better Young America should be able to *see* something of this vast and wonderful land of ours. So many of us live and die almost in our own tracks. Relatively few have seen our land from coast to coast except, of course, our World War II population. When a Brooklyn lad and a Texan can operate successfully as part of a gun crew and like it, a big stride has been taken in the direction of tolerance.

Tolerance is only now in the lip-service stage. What it needs is some honest action under the guidance of those most capable. Northerner, Southerner, Easterner, Westerner all tend to build up regional fences and enjoy nourishing their prejudices. Travel tends to break it up. If we are ever going to develop an international perspective we may find that national tours as part of our educational system is a real step in that direction. The troop train idea is capable of adjustment and transfer to student travel and opportunities to meet others. Financing such an activity has been satisfactory in the very limited areas where it has been tried.

4. *Public education at the junior college and college level.* By underwriting the GI Education Bill Uncle Sam has already given America a big shove along this path, and tomorrow's youngsters will not be denied educational privileges if World War II people are alert to its potentials. Short-unit technical refresher courses and avocational opportunities will also be made available to adults if World War II folks are on the beam.

5. *Stronger home-community values.* The housing shortage, while it pinches now, may prove to be a very sobering influence on tomorrow's schools and society. Many, many extra problems have tumbled into the laps of educators because of loose, weak homes and war adjustments. Perhaps many Americans in the 1920-46 era lost their perspective on the home and its function. Undoubtedly there are many good reasons why this was so, other than sheer selfishness. The

writer doesn't profess to know. But as our young people return from war service to a land that offers them so little in new homes and housing the chances are that some strong attitudes are going to be rekindled when homes finally are made available. The well that runs dry certainly sobers up the thirsty.

If this does happen, then educators might be able to shift back to parents and the home some of the duties too often bucked along to schools. Right now schools are probably attempting too many things, and are unable to develop attitudes of thoroughness as well as they might.

6. *Less politics, more applied democratic action.* After all, if we are realistic, home and school cannot cloister kids from the rough and tumble of adult living. The virtues of 1000 B.C. are still regarded as the best ones by today's citizens the world over. At no time has society been in greater need of those with good, honest, thoughtful work habits. There is plenty of adult work that has little interest value in it, but which, nevertheless, must be done. This is a situation that should be faced. For, it is submitted, if kids accept sanely such a concept early in their training their later adjustments are apt to be that much more readily

achieved. If the interest factor can be exploited coincidentally, so much the better. Home and school can materially assist each other in getting youth to stand on its own feet at an early age. Self-reliance and co-operation make a great team.

Schools must and do accept the responsibility for many errors. But if—as is usually true—we get what we pay for, let the American public say whether youth has received good values for the public-education funds expended on them. While there appears to be much conflicting talk by educators, most of them, when winds dissipate the smoke screen, will agree that politics and education don't mix. But we must be heroic enough to remonstrate whenever political influences and special selfish pressure groups go to work on the public-education program. Politics was too evident to those in the services. It didn't work there for the common welfare, and it doesn't in education.

When Americans determine to pay well for a terrifically challenging public educational job, America can and will produce the people to do it. But, first and last, Americans must understand the problem. Come on, GI parents, get on your roller skates.



The Stigma of Scholarships

What has happened to our gifted pupils to make them look askance at college offers of scholarships? . . . In the past several years well qualified boys and girls have dropped their eyes when a teacher has urged them to apply for such scholarships. The reply has been, "No, I guess I'll try to get along without it."

When pressed for a real reason for her feeling, a brilliant but needy pupil of mine once answered, "Well, of course, I do need the money if I go to college, but I hope I haven't come to *that* yet. I don't want anyone to think I have to take charity." For the moment, I was too stunned to speak. Since then the problem has risen often. I should like to know who has dared to suggest to pupils such a warped attitude which eventually could rob our

nation of some of its best thinkers. This question I direct to other educators and solicit their analysis to see whether it agrees with mine. . . .

What can you and I do about reestablishing the right attitude toward scholarship and scholarships? It is certainly difficult to combat the high pressure salesmanship methods of colleges which have admittedly taken a lesson from big business in deciding that it pays to advertise. Scholarships seem to have become as numerous as dandelions in spring, and as a result they are no longer esteemed as they once were. One might as well say it bluntly: they have become cheap in the eyes of prospective scholars, who avoid them with the remark, "I haven't come to *that* yet."—EVELYN M. TIEWS in *The Massachusetts Teacher*.

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PASSPORT TO *A teacher questions some current practices* FELLOWSHIP

By
VIVIENNE ANDERSON

TWO YEARS AGO it was "interracial unity." Last year it was "the intercultural program." There aren't many better ways of sidestepping action conscientiously than to call a series of conferences for the discussion of basic issues. I refer specifically to conferences at which words are manipulated so effectively that the conferees emerge with mission fulfilled by reason of having assimilated an assortment of brand new phrases to spring on their educational systems.

Of course their philosophies have been completely renovated in the process. They are now ready to preach Boas and they are convinced that the unfortunate hatreds and tensions actively operating in their own schools must henceforth be categorized as intercultural problems instead of interracial problems. Believe me, they have a cleansed mental outlook and a purer and more highly intellectualized attitude on race—er, pardon me, culture—than they ever dreamed of possessing.

During one such conference, a group of teachers and administrators of various backgrounds found themselves discussing the academic pronouncements of intercultural lingo. A well-known anthropologist was brought in as consultant. She explained the

importance of "keeping your voice natural" in intercultural discussions. She set out to prove her own brand of daring objectivity and the group's completely unselfconscious camaraderie by relating a series of incidents to which the group's correct response would indicate a high level of intercultural understanding.

The first incident involved a group of Negro children in the South who were given an attitude test. One question in the test was, "Why do you comb your hair?" A small Negro boy wrote for his answer, "I comb my hair to keep it from falling into my eyes."

The anthropologist sat back triumphant in her graceful command of a delicate situation. The conferees laughed while the Negroes suddenly became conscious of their coifs and the whites suddenly became conscious that the meeting wasn't composed so much of people as it was of Negroes and Whites.

The anthropologist consultant was well aware of her reputation for fairness. No minority group was overlooked in her store of lively quips. The divisive effect on the meeting was demonstrated in the aggressively hearty farewell handshakes and the unnecessarily shrill laughter elicited by such casual remarks as "Keep in good health" and "Don't work too hard!"

If this is the approach of the enlightened intellectual who talks about problems in the abstract, give me the approach of those teachers who work quietly with their classes in cooperatively easing the social and emotional tensions existent in our educational system. Somehow these latter teachers do

EDITOR'S NOTE: *Mrs. Anderson is not at all certain that some of the present, accepted practices in intercultural education are satisfactory. She approaches the problem in other ways, which she explains. Mrs. Anderson teaches in FitzSimons Junior High School, Philadelphia, Pa.*

not find it necessary to train their groups to listen "unself-consciously" to little "race stories" while they concentrate on "keeping their voices natural." Nor do they rely on developing race pride to establish respect among their pupils.

The principals of a number of schools, as a result of such conferences as the one described, asked their faculties what steps they were taking to improve intercultural relations among pupils. In many of these schools deep-seated racial and religious tensions exist not only among the student bodies but among the faculties as well. The principals generally based their queries on such points as the following:

1. Have you taught the contributions of the various racial groups that are represented in your classes?
2. Have you taught the contributions of the various religious groups that are represented in your classes?
3. Have you explained the importance of respect among racial and religious groups?
4. Have you organized a project based on intercultural relations?

These questions are natural corollaries to the conferences that motivated them. They again represent an intellectual, abstract approach. This time the pupils are expected to parrot the polite facts of the unit, seeing no relationship between these backward genealogical glances and their immediate frictions and grievances.

A classic example of the negative results of this approach concerns a teacher who the faculty knew possessed a strong anti-Negro feeling. Perhaps to assuage her conscience, she embarked on a "tolerance unit." During her preachments, however, she continued to show discriminatory tactics in her relationship with pupils. Apparently the divergence of theory and practise was too irritating for the class to tolerate, and at the end of a lesson in which the teacher claimed to have "stressed brotherhood" a Negro girl stepped

to the front of the room and thrilled the class by calling the teacher a "white bitch."

The girl was suspended and the only real value derived from the unit was that it catapulted the undercurrent into the open and everybody knew where everybody stood. Clearing the atmosphere in this negative way, however, is hardly sufficient recommendation for this kind of "tolerance unit" as a constructive method of promoting wholesome intercultural relations.

Well then, where do we start? If we eliminate the purely academic talk fest, if we admit that preachment and appeals to race pride do not aid directly in solving the glaring interrelational problems that confront Americans today—where do we stand?

We stand—all of us—in the immediate present, facing the problems that demand prompt attention if we are to establish a decent, peaceful world. And how can we help to solve these problems in the educational field? Giving them new names won't do it. Misregarding and disregarding them won't do it.

We can at least make a first and fundamental move by turning our concerted attention toward a refashioning of school-day methods and activities—by placing emphasis on projects that involve the cooperative planning and working together of boys and girls. If we are not ready to stray from the courses of study, let's remain sticklers for traditional factual background, but let's draw the pupils into the actual planning of classroom methods of procedure.

Let's find out how many of the problems inherent in the course of study pupils can visualize with guidance rather than with designation. Let's give pupils the opportunity to plan and organize graphic methods of work that will lead to mastery of required studies. Thus they will not only acquire the fundamental skills but the further skills involved in visualizing problems and in setting about solving them cooperatively.

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Gradually the tug of the group will draw the teacher from his position of dominance into the growing cycle of activity. And the joint planning that evolves will sooner or later lead to scrutiny of important problems that exist outside the indices of prescribed courses. With hard work, these problems can serve as a center of interest, and all the rules and all the required subject matter can really come to life as they find their relationship to the study of these dynamic issues.

Reading about great men and great contributions becomes incidental and pleasurable. Working together becomes natural and necessary. Fairness and respect grow from the functional rapport of co-workers.

The group solves its own problems in its own ways and in so doing acquires the techniques necessary for all types of problem solving.

It means getting away from the paternalistic threat, "You're the future citizens. Love your neighbor and assume your rightful responsibilities." It means every fellow working because of desire and need and exercising self-direction and judgment. It means developing independent thinkers who can understand issues and handle them competently through group and individual action. It means utilizing the curriculum for practical group living. In short, it means "A little less talk, a little more action please!"

"IN MY OPINION . . ."

This department will appear from time to time. Readers are welcome to express their opinions pro or con on anything that appears in THE CLEARING HOUSE, or to comment on current problems of secondary education. We shall publish as many letters, or excerpts from letters, as space allows.—Ed.

Background Music

To the Editor:

The increased use of films by the schools for instructional purposes will produce the anticipated desirable results of increased understanding and improved retention only if one change is made in the composition of the films.

Because of the much greater cost of producing and projecting sound films than silent ones, they first appeared as a product of Hollywood, and were first used in commercial theaters. Under the Hollywood method of classification the poorest films, like the smallest olives, are merely "colossal," and any grade B picture must boast at least Iturbi, Goodman, and Jaroff and the Don Cossacks. Consciously or otherwise, this "modus operandi" has found its way into the manufacture of instructional films—the 50-piece orchestra, so cleverly hidden in the wings, manages to obscure the explanation of

the narrator just often enough to leave the pupils wondering whether the film dealt with the beauties of autumnal foliage or the intricacies of photosynthesis.

In the coming deluge of instructional films, let us have the speech of the narrator unspoiled by background music to create atmosphere, and teachers and pupils alike will endorse the use of these instructional aids, although they may be merely "colossal" at Hollywood and Vine.

William H. Yates, Supv. Prin.
West Babylon School
Babylon, N.Y.

"Findings"

To the Editor:

I consider "Findings" to be one of the most helpful departments in THE CLEARING HOUSE and I should like to see it expanded. One or two additional pages of these fine digests of research reports and special studies would, in my estimation, be of even more value to the school administrator than the average article appearing in your excellent magazine.

Homer S. Anderson, Prin.
Senior High School
Ponca City, Okla.

Fresno's Code of High-School FAIR PLAY

By
ROBERT F. ASPINALL

AT THE DECEMBER 7, 1945 meeting of the Fresno, Cal., District Secondary School Principals' Association, a copy of a Code of Fair Play which had been adopted by the Tulare County, Cal., high schools was read. Approval was given for the development of a similar project by pupils of the Fresno District high schools.

A copy of the Tulare code was mimeographed and sent to each high school in the Fresno District, with the request that student body organizations consider the idea of making one of their own, and suggest additional problem situations that should be covered. Unanimous approval of the project resulted in a called meeting of student-body officers in Fresno. It was necessary to have two additional meetings before a satisfactory code was developed.

Ten thousand copies of this code were printed, following its official adoption by all schools, for distribution to pupils:

SECTION I

The foundation of sportsmanship is, primarily, courtesy. The sincere rooter will observe courtesy above all other things. To the best of his ability he will try to leave a good impression of his school with his opponent school; there is no place at inter-scholastic contests for the hooter or the disinterested spectator.

EDITOR'S NOTE: *This Code of Fair Play, which applies to all inter-school relations, was adopted by the student bodies of all high schools in the Fresno, Cal., district. Mr. Aspinall is principal of Fresno, Cal., Evening High School.*

The first section of this code therefore provides that we shall be continuously and sincerely courteous.

1. We will refrain from hooting at officials and abide by their decisions.

2. We will refrain from hooting at players or yelling at opponents.

3. We will not applaud any unsportsmanlike conduct on the part of any player.

4. We will refrain from cheering or making noise that is intended to interfere with the contest.

5. We will cooperate with visiting yell leaders during exchange yells.

6. We will give cheers for injured players of both teams.

7. We will not disturb the rooting section of our opponents and will give them equal opportunity for cheering.

8. We will allow visiting schools to perform first at half-time intermissions.

9. We will observe all regulations of the home school.

10. We will refrain from disturbing or defacing the property or the decorations made by the home or opposing school.

11. We will let the contest begin and end with the game.

12. We will refrain from discourteous use of locker or dressing rooms.

13. We will refrain from taking as souvenirs any school, private, or public property.

14. We will endeavor to influence all adults to observe school standards of sportsmanship.

15. We will not tolerate the use of intoxicating liquor or tobacco on or about school affairs and school functions at any time.

SECTION II

Coupled with the courtesy of the rooters and spectators is the courtesy of the players. Since the players can bring honor to their school by victory, they can also bring honor, even though they have lost in the contest, by their conduct; and it is therefore that the second section of our code runs thus:

1. We will accept the decision of the officials unless we are a captain.
2. We will control our tempers.
3. We will assist players to their feet.

4. We will cheer our opponents at the close of the game.

5. We will give our visitors all shower and dressing-room courtesies.

6. We will refrain from any discourteous use of locker or dressing rooms.

To the foregoing code we subscribe heartily as a part of our belief that sportsmanship is a desirable characteristic in any person, and that to win is to be encouraged, but to win fairly must be the absolute rule at all times.



Recently They Said:

Chart of Pupil Interest

After teaching twelfth-grade American history in three different New England locations I have, through careful observation and in response to a personal-opinion quiz conducted in my classes each June, found that pupil interest fluctuates frequently and widely. If a chart had ever been drawn to indicate those periods of comparative student interest in our history, it might well resemble an outline of our business cycles showing periods of prosperity (high pupil interest) and periods of depression (low pupil interest).

The periods of "depression" are usually the political histories of the periods from Van Buren to the Civil War, Hayes through Cleveland, and Harding through Hoover; and the stories of the Mexican War, Westward Expansion, and the military side of the Civil War. The periods of "prosperity" are reflected in the stories of the Puritans (I must not forget that I teach in New England), the Revolution, the founding of our government, the clash between Jefferson and Hamilton, Andrew Jackson, Theodore Roosevelt, the causes of World War I, and the New Deal.—JOHN B. LEARSON in *The Social Studies*.

Work: Yes and No

We have sought in literature and history to place a premium on work. We preach about its dignity, yet our economic order has periods of unemployment with millions forced to an unplanned and undesired leisure. The same history that preached the dignity of work likewise records man's struggle to reduce it.—DONNAL V. SMITH in *Camping Magazine*.

Where the Axe Falls

A recent full-page advertisement [of the National Association of Manufacturers] is a plea to cut "government expenses." The NAM is delightfully vague as to where cuts are to be made. It may be profitable for teachers to review the experience of the depression years when schools were the first and most serious victims of a policy of retrenchment. I know of school systems where a blanket salary of \$50.00 a month for all teachers was established by the board of education as an economy measure.

Certainly as citizens and taxpayers we are interested in economy and in avoidance of wasteful government expenditures. (That goes for wasteful private expenditure too. In the long run, we pay for filling stations on every corner and marble temples to house our banks.) But economy does not mean just *not spending money*. In a very real sense increased expenditures for education represent a sound national investment and an economy in the long run. If voices of the NAM or chambers of commerce were raised to protest cuts in education budgets during the 30's, I failed to hear them.—EDGAR G. JOHNSTON in *School and Society*.

Publicity for Homemaking

Parents very often think of Homemaking as consisting of only cooking and sewing. We know that these are only a small part of a girl's training. Exhibits will do much to help place before the public the all-over value of the many phases of Homemaking that are taught.—AGNES FENSTER RIDLEY in *Illinois Vocational Progress*.



SCHOOL NEWS DIGEST



Edited by THE STAFF

STRIKE: The American Federation of Teachers at its 1946 convention instructed the AFT executive council to re-examine the 30-year-old "non-strike" policy of the organization, states the *Chicago Teachers Union News Bulletin*. Delegates unanimously adopted a resolution which asks the executive council to reconsider the policy and "arrange for a full discussion in the *American Teacher* of the possibilities of a strike technique as a means of arousing the American public to an appreciation of the desperate needs of the children."

NEGROES: Within the past two years, at least 45 qualified Negro men and women have been appointed to the faculties of "white" colleges in Northern states, and "while it is unlikely that a similar development will occur in the South in the near future, it is significant that at least one such appointment has been made by a Southern College," states William C. Haygood in *Phi Delta Kappan*.

CHILD LABOR: While adult workers are winning the 40-hour week, the legal working hours for the great majority of young workers under 18 continue to be 48 or more hours a week, states *Margin for Living*, a free pamphlet offered to teachers by the National Child Labor Committee, 419 Fourth Ave., New York 16, N.Y. The pamphlet, presenting the facts about legal overworking of young people, and medical opinion on its injurious effects, offers a program for revision of state laws on child labor.

Look Before You Leap, a 5-cent illustrated pamphlet of the National Child Labor Committee, gives facts that high-school pupils "need to know, and consider seriously, before they leave school for employment."

EXCHANGES: This school year, 8 teachers from New England, the South, and the Rocky Mountain States are teaching in Seattle, Wash., schools, while 8 Seattle teachers have taken over the newcomers' jobs back home, states *Seattle Schools*. Seattle's program of exchanging its teachers with those in other regions of the U. S., discontinued during the war, is back in swing again.

SCHOLARSHIPS: Current facts about the two important annual college scholarship competitions for high-school seniors, sponsored by industrial concerns, have been announced.

The Science Talent Search, sponsored by West-

inghouse Electric Corp. and conducted by the Science Clubs of America, offers scholarships totaling \$11,000. From high-school seniors who complete qualifying requirements, 40 finalists are selected to attend a 5-day Science Talent Institute in Washington, D.C., in March 1947, with all expenses paid. The finalists will compete for two 4-year scholarships of \$2,400 each and eight 4-year scholarships of \$400 each. An additional \$3,000 in scholarships may be granted at the discretion of the judges. Full details have been mailed to "all secondary schools."

The Pepsi-Cola Scholarships, sponsored by the Pepsi-Cola Co. and conducted by the Pepsi-Cola Scholarship Board headed by Dr. Floyd W. Reeves of University of Chicago, offers 121 four-year scholarships, and more than 600 fifty-dollar Certificates of Merit which are payable upon entrance into college. Scholarships are good at any college in the U. S. and territories, and include tuition, fees, \$25 a month for incidentals, and traveling expenses. Two scholarships are awarded in each of the 48 states and the District of Columbia, and one each in Alaska, Hawaii, and Puerto Rico. Twenty additional scholarships will be awarded to Negro candidates only, in states that have separate educational systems for Negroes. The details may be obtained from the Pepsi-Cola Scholarship Board, 532 Emerson St., Palo Alto, Calif.

CALENDAR: An unusual classroom calendar with literature as its theme is being offered by Scott, Foresman and Co. Each month's calendar sheet is devoted to a prominent author, and includes his portrait by Arthur Lidov and a selection or two from his writings. Typical portraits include Carl Sandburg in overalls, with a guitar, George Bernard Shaw, sunbathing with a carrot in his hand, and Robert Burns contemplating a mouse. English teachers may request one copy each from Scott, Foresman and Co., 623 S. Wabash Ave., Chicago 5, Ill.

DELINQUENCY: Juvenile crime is decreasing, J. Edgar Hoover, FBI director, announces "a trend away from the period of wartime abandon to more normal living conditions." During the war years, the 17-year-olds led in the number arrested. But in the past 6 months more persons of 21 were arrested than in any other age group. "The juvenile delinquents of the war years," said Mr. Hoover, as reported in the *New York Times*, "have graduated

(Continued on page 192)



First Educate the Faculty Interculturally

A PROGRAM of intercultural education depends upon people—the principal and the teachers as well as the pupils—all with the usual quota of prejudice and ignorance, and confusion about the symptoms and causes of ill will. In an article in the May 1946 CLEARING HOUSE, Mr. Samuel Levine tells how the intercultural-education committee in a high school, after analyzing the failure of a year's work, set out to raise the faculty's intercultural quotient by supplying helpful information to all faculty members through the printed word.

Thus the first step in an intercultural education program is to help teachers revise their own attitudes. But how? Mr. Levine very ably demonstrated the role of information in this process. Others, like Dr. Kurt Lewin of the Massachusetts Institute of Technology, hold that there is little evidence to show that attitudes are changed by facts *alone*.¹ There must be a *desire to change* on the part of the individual at this point. Dr. Lewin stresses the importance of firsthand experience, but even here it is the quality of the experience that counts.

The question, then, is to determine what kinds of experience can be provided to supplement the presentation of facts and bring about desirable changes in attitudes.

There is almost unanimous agreement that the experience most likely to bring about real change in our attitudes toward people of differing cultures or races is working with them in a group united by a common goal. To the degree that a faculty

is homogeneous in culture, religion, race, and nationality, this experience is denied within the natural school unit, so ways must be found to include people of different kinds in the working group. When this working together can be conducted in an atmosphere free from competition and suspicion, and when the experience is permeated by a growing awareness of how insecure or resentful human beings react, it may result in truly great growth. Witness the almost mystical sense of being reborn that teachers feel after a good workshop experience.

Many of the events already occurring in every school improve intercultural relations and may contribute even more as their potentialities are recognized and realized. Social occasions, for example, provide opportunity to see one's fellow-teachers in a different setting, and so to know and appreciate them better as human beings. The variety and informality of these experiences increase the chances of discovering common interests in unexpected areas.

There are also the occasions when a faculty consciously seeks to meet and talk with people who are different from them in outlook, religion, nationality, or race. Sometimes it is valuable to arrange such an occasion with the focus on a problem quite apart from intercultural education. At other times it may be helpful if a speaker directly attacks an intergroup problem.

In another approach now being carried on with both teachers and pupils, a leader skilled in discussion techniques deliberately seeks to draw out expressions of resentment and suspicion. The very expression of such

¹Kurt Lewin, "Some Techniques for Changing Group Relations." *Intercultural Education News*, June 1946, p. 8.

feelings seems to clear the air for a change of attitude.

The mechanics of starting a school program of intercultural education themselves constitute another resource for improving faculty attitudes and increasing faculty understanding. The way in which the basic decision to have such a program is reached increases or decreases teachers' readiness to participate.

Who decides this question—the principal, the higher administration, the faculty, or all of them together? On what basis is that decision made? On the basis of a general tendency to accept or to reject any suggestion made by the administration? Because of a desire to be in the swim? Or because the full facts of the case have been considered and the wholehearted consensus of the group achieved? Is there any real participation of teachers in exploring the needs and possibilities of such a program in the school and community, or do the faculty feel that someone else has already arranged it and the call for discussion is just a pretense? Few teachers are so stupid as to take the trouble to think in a sterile situation.

The process by which an active committee is obtained is important, too, as it affects the attitude of teachers toward the subject in general and toward specific prejudices that

may be associated with it. Is the committee appointed, drafted, elected, or enlisted? What of the personnel of the committee? Does it have the actual support of the administration or was it formed as a front to avoid really doing something about problems which might prove difficult?

In planning and starting an enterprise the "quality" of human relations colors the experience and creates either a readiness to grow through subsequent experiences or develops resistance to growth and solidifies old stereotypes and prejudices. One group of teachers who entered an experiment in intercultural education as a result of their own choice accomplished in three months as much growth as was evidenced in nine months by a group who were drafted for the purpose.

From every side comes increasing evidence that the only progress toward real democratic living comes through practicing democratic methods in human relations. And so we come back to the place where we came in—teachers are people. They learn, grow, and change their attitudes as other people do. They are at once laboratory materials and technicians of human relations.

MILDRED BIDDICK, Principal
Fairfield-Garfield Schools
Denver, Colorado

Problem Facing Us

The basic criticism of American education is failure to deliver the promised values of life. And the roots of this failure lie in our stubborn refusal to face the implications of the wide individual differences in capacity to learn. Everybody can learn something well; nobody can learn everything. In a democracy everybody must have the right to the best education that he can assimilate.

When the American people accepted the doctrine of universal education, they had the choice of three ways: (a) Admit everybody, but ruthlessly eliminate all who cannot or will not learn the things that are taught in the particular school; (b) admit everybody, hold them as long as possible and keep them happy regardless of their efforts or attainments; (c)

admit everybody, but provide for each the kind of training that he is capable and willing to master.

The first way has been used in the Army. It could not possibly be used in civilian education. Public opinion simply would not tolerate the high "washout" rates. The second way is the easiest one. It is the laissez-faire way which is rapidly bringing American education into disrepute. Sooner or later American education must turn to the third way. It is a hard way and it is an expensive way. It will require new guidance techniques, new curricula, perhaps even new types of school. But it is the only way which will lead to the promised land of happy and efficient democracy.—S. A. KRUSE in *Peabody Journal of Education*.

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SCHOOL LAW REVIEW

When Tenure Protects Teachers from Unfair Dismissal

By DANIEL R. HODGDON

Teachers' tenure laws were designed to protect worthy instructors from enforced yielding to political preferences—common practice in days gone by. The tenure law was written to vouchsafe employment to teachers, after a long term of satisfactory service, regardless of the vicissitudes of politics or the likes and dislikes of those charged with the administration of schools.

Too many good teachers were dismissed because of the personal feelings of board members who rarely considered the real training and background of the teachers. Personal dislikes were too common. The tenure law corrected this situation and gave the teacher a chance to be heard by an impartial tribunal before dismissal.

Such laws have made the teaching profession more stable and the teachers better prepared for service. Any small disadvantage is of no consequence in comparison with the improvement the tenure law has produced in the quality of teaching.

The tenure law does not and should not protect teachers who ignore, neglect, or refuse to do their duty.

See Reed v. Orleans Parish School Board, 21 So (2d) 895, La. 1945.

While Home Burns

In New York State no child under 18 years of age may act as a volunteer fireman. Pupils who are within the compulsory-education age range must remain in school while Rome burns. No such pupil can be excused from school to assist in extinguishing a fire or to answer a fire alarm. No chasing the fire engine, Sonny, during school hours.

The compulsory-education law will get you in New York State. Education is more important than a fire, even if your home burns.

Op. Attorney General 1945, N.Y. 16 McKinny Sup. 22.

Some Board!

The father, the mother, and an uncle of the only pupils who attended a school were elected as the

board of trustees, because they were the only persons eligible. This family board chose the mother, who had been a teacher in the school for six years, as the teacher for the school.

This selection was illegal because the law said, "No person related to the board members by consanguinity within the fourth degree or by affinity within the second degree" could be elected to teach in the school.

It seems the board didn't know or was not sure whether the mother's relationship to the board represented consanguinity or affinity, or to what degree. That was too much for a family board to solve.

See State ex rel Hoagland vs. School District No. 13, Prairie County, 151 P. 2nd 168.

State License

In New Jersey a state license gives a teacher the authority to teach in every city or town of the state except in districts that have additional requirements in accordance with a statute.

The city of Newark is one of these districts, and all licenses to teach in the city schools must be granted by the city board of examiners after oral, written, and health examinations. This makes it necessary that a teacher meet more than the state requirements to serve in the Newark schools.

Schulz v. State Board of Education 40 A (2d) 663, 132 N.J.L. 345 (1945).

Working While on Leave

A teacher was granted a year's leave of absence because of illness, and before the close of the year submitted a physician's certificate showing recovery sufficient to begin teaching again.

When the board of education refused to reinstate her in a position—even though the board had granted the leave on condition that the teacher do no work for income—she was entitled to do other

work. The teacher had a right to seek employment when the board refused to cancel the leave and give her a place in the school system.

See *People ex rel Patterson v. Board of Education of Syracuse* 34 N.Y.S. (2nd) 86, 182 Misc. 1011 New York 1945.



Shortsighted Policy on Textbooks

In the discussions of educational programs relatively little is heard about the role of textbooks; yet the child, the teacher, and the book have been the fundamental and essential factors in education during these many years. By textbooks are meant books used in schools as basic material, as workbooks, printed directives, tests, supplementary and reference materials. . . .

The textbook is the child's other teacher. Textbooks sustain good teaching and supplement poor teaching. Books, work exercises, study outlines and other printed teaching materials with adequate reference facilities are the most economical, as well as the most efficient, tools of teaching available at the present time.

This does not mean to imply that other tools of teaching are not good and are not to be employed. Great strides are being made in the use of audio and radio aids in teaching. There is no competition between the use of books and the use of other materials of instruction. Books must and will be used effectively in any program of so-called audio or visual education. . . .

The liberal use of books and printed learning material is a sound policy from every educational standpoint. It is difficult to understand why they are supplied so inadequately in schools. Textbooks represent at present a very small part of the educational expense. In the country at large about 1.3 per cent of the current school expenditure is for textbooks. In New York City the expenditures for books for schools have declined to an extremely low figure, much below that for the country as a whole. The recommendation of New York school authorities that the amount expended for textbooks should be increased four times is encouraging and shows a recognition of the seriousness of the situation. . . .

It is a shortsighted policy to spend relatively large sums of money on a school program and then fail to spend an adequate amount to implement that program through proper supplies and tools of working. Carlyle has said, "All that mankind has done, thought, gained, or been is lying as in magic preservation in the pages of books." The cost of this reservoir of power and inspiration is so

relatively insignificant that if children are permitted to come out of their school life without a love of books and discrimination in their tastes and habits of reading, both for information and enjoyment, they are poorly prepared for participation in a democratic society where the future of the country depends upon how wisely its citizens make their decisions.

If textbooks were expensive and constituted a major portion of the school budget one might understand the attempts to save in this area, even though those attempts might not be justified. But when it is realized that an expenditure of slightly in excess of \$2.50 per pupil would, over a period of years, furnish an adequate supply of new modern books, it is difficult to understand why school systems permit their supply of books to become inadequate.

The practice in many schools of permitting the use of old, obsolete, and, in some instances, dirty books is unfortunate. Pupils assigned such books do not build a proper attitude toward books and lack proper educational tools.

A reduction in the budget for the purchase of adequate books will not materially reduce the cost of education in a given city. An increase in the budget to supply an adequate number of books will not materially increase the cost of education in a given city. However, an adequate supply of books would not only enrich the lives of the boys and girls so supplied but would, in the long run, reduce educational expenditures by reducing retardations in the schools. . . .

Particularly is it important that classroom teachers keep their sense of values in the days that are ahead of us when there will be many demands made upon the school dollar. Buildings will have to be erected and equipped, teachers' salaries adjusted, new materials of instruction provided, increased educational services offered. The child's other teacher is the book, which costs so little and means so much. It would be shortsighted for classroom teachers to fail to insist that books are provided in adequate amounts.—LLOYD W. KING (Executive Secretary of the American Textbook Publishers Institute) in *High Points*.

BOOK REVIEWS

JOHN CARR DUFF and EARL R. GABLER, *Review Editors*

Twentieth Century Education, edited by P. F. VALENTINE. New York: Philosophical Library, 1946. 664 pages, \$7.50.

This volume is a symposium divided into five parts and thirty chapters. Each chapter was prepared by a recognized authority in the field covered, and the volume as a whole serves as a handbook of modern movements in education.

The several parts of the book are as follows: Part I, Theory and Philosophy; Part II, Psychology in Education; Part III, Science and Education; Part IV, Education and Society; Part V, The School and Its Problems.

Of particular interest to secondary-school people are such chapters as: Evaluation of Learning, The Guidance Program, The Nature of the Learner, Sociological Foundations of Education, and all of Part V which deals with specific areas of education and the curriculum.

This book should be of special value to those who wish to bring themselves abreast of the movements in the several fields covered. F.E.L.

Occupational Life—a vocational guidebook, (second ed.) by VERL A. TEETER. New York: McGraw-Hill Book Co., 1946. 175 pages, 96 cents.

The major areas of vocational guidance—from learning about vocations and selecting the vocation to entering and making progress in the vocation—are covered in the thirteen units of this book. Each unit offers from nine to twelve activities that call for pupil response on the basis of reading and other means of securing information about vocations. The activities ask the pupils to do critical thinking and to complete short answer tests.

It seems that this guidebook should chart a good course in occupational guidance. Without such an aid the pupils' efforts would likely be haphazard and meaningless. Throughout there is an attempt to allow for pupil initiative and opinion. This fact makes the publication a guidebook rather than a workbook. E.R.G.

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York: Philosophical Library, Inc., 1946.
424 pages, \$5.

Our first impulse, on receiving this volume for review, was to submit it to a professor of philosophy or a graduate student of philosophy. Our second impulse was better. We decided that, if we know anything at all about John Dewey's pleasure in the matter, he would prefer to have his books reviewed by garden-variety teachers rather than philosophers. Your reviewer is a teacher, of a kind, and is no philosopher at all, and what is written here is not written for philosophers to read. It is an invitation to teachers (and principals, and superintendents) to read some of this volume, *Problems of Men*.

The impression has got around that John Dewey's prose is hard to read. This is a misapprehension that persists mainly among persons who have not taken the trouble to check up on themselves, or on Dewey. As a teacher, and a non-philosopher, your reviewer would like to certify that much of what is between the covers of this book is not only readable but is the kind of stuff that raises the blood pressure.

Dewey is more likely to be understandable to a teacher than he is to a philosopher's philosopher, for Dewey and the school teacher are working the same side of the street. They are both engaged in working out the details of a plan for a new social

order. The greatness of John Dewey is not that he has given us some final Truth by which to live and work, but rather that he has, for more than half a century, worked with us at the serious business of refining the process by which we may yet save ourselves from our own folly. The problems of men, not of angels, concern us—the problems of men in our time, in our world, struggling to conserve and improve a dynamic social ideal—the democratic ideal.

This is not a review of *Problems of Men*; it is only a special invitation to teachers to test whether there may be in John Dewey's writing something that is not only meaningful itself, but something that gives meaning and value to the routine work of a teacher. Professor Dewey, in spite of the fact that he is the hero of countless persons who are aware of his contribution to education, is not aloof or remote or unreadable. Some of these paragraphs (in *Problems of Men*) are appropriate for reading with the headlines of our morning paper.

How can we in 1946 save ourselves from the crisis that lies at the top of the spiral of inflation? How can we manage our national affairs so well that we may be an example for nations that may be converted to a faith in democracy? How shall we teach democracy to the Japanese? Who can interpret it to Japanese children in Japanese schools?

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1946 Achievement Testing Program in Independent Schools and Supplementary Studies (Bulletin No. 45). New York: Educational Records Bureau, 1946. 63 pages, \$1.50.

This bulletin gives the results of the 1946 achievement testing program in independent schools, together with some supplementary studies showing correlations (simple and partial) between intelligence

and secondary-school achievement and between reading and secondary-school achievement. The bulletin is indispensable to those schools participating in the testing program sponsored by the Educational Records Bureau, and to other schools highly informative of the type of service offered by the Bureau. This distribution of pupil-scaled scores, together with the range, Q_3 , median, and Q_1 are given on each subject tested. E.R.G.

Figure Drawing Without a Model, by CLIFF YOUNG. New York: House of Little Books. 48 pages, \$1.

This volume is one of an extensive series on anatomy, commercial art, design, painting, and related subjects. Mr. Young has been courageous enough to let his drawings say for him most of what he wished to tell about figure drawing. There are many drawings. There is relatively little text. The drawings, reproduced from originals in several familiar media, are all representative of the classical canons that are applied traditionally in the representation of the figure.

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J.C.D.

Here's the Answer, by "The Answer Man"

—ALBERT MITCHELL. New York: Miles-Emmett, Publishers, 1946. 384 pages, \$2.50.

There is something distressing about questions and answers for their own sake, or for the sake of showing erudition. Of the 2,000 questions and 2,000 presumably right answers supplied in this volume, a great many of them have a kind of morbid interest for all of us who are schoolteachers. How many cells are there in the human body? Well, who cares? Who really wants to know, and why? What use can anyone possibly make of this information in casual conversation?

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—offered here in "chapters" of related groups of questions about animals, the human body, famous men and women, just birds, food and drink, and a lot more. One might with good reason make light of Mr. Mitchell's radio program, "The Answer Man," broadcast on the Mutual network. But the program has achieved such momentum that it takes a staff of more than fifty research experts busy preparing answers for the thousands of persons who take *The Answer Man* at his word when he invites them to send in their question and get the answer free.

This question-and-answer business has been going on for a long time, and we schoolteachers, no less than Mr. Mitchell and his staff, make our living by it, more or less. For young people who have not lost the ability to ask questions or to be amazed or intrigued, sometimes, by the answers, books like *Here's the Answer* serve a purpose. They are a step toward the kind of learning that challenges and tests the answers and seeks to relate them to the endless quest for insight and understanding of the world we live in. I am giving my copy of *Here's the Answer* to a young scientist who lives with me—and wait until he reads the answer to the question (p. 175) "Do roosters ever lay eggs?" J.C.D.

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Exploring Our World (Book I, "Adventuring in Science" Series), by SAMUEL RALPH POWERS, ELSIE FLINT NEUNER, HERBERT BASCOM BRUNER, and JOHN HODGDON BRADLEY. Boston: Ginn and Company, new ed., 1946. 522 pages, \$1.44.

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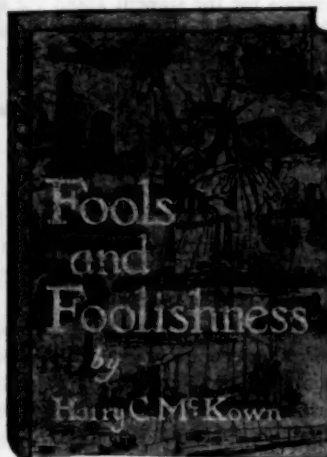
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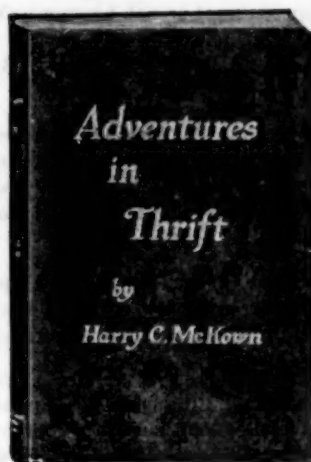
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The book's dimensions are 6 inches x 9 inches, the paper is the "non-glare" type, the print is large enough for easy reading, and the text is divided into short paragraphs. The text has inch margins but the diagrams extend to the edge of the page. The language is such that pupils on the junior-high-school level should be interested in but not overwhelmed by scientific terms. Over 300 illustrations are used, including diagrams, photographs, and drawings. More diagrams and fewer drawings would be preferable.

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Guide to Public Affairs Organizations, by CHARLES R. READ and SAMUEL MARBLE. Washington, D.C.: Public Affairs Press, 1946. 129 pages, paper bound, \$2.

As schools relate their work to significant current problems, it becomes necessary to utilize those many organizations in the locality, the state, and the nation which make a study of those problems. Their research, publications and, sometimes, propaganda become the raw material for the study of our functioning democracy. But most teachers become acquainted with few of those groups devoted to study and action.

This booklet describes briefly over four hundred national and international organizations (both public and private) devoted to the study of public affairs. For each, it gives the purpose of the organization, its publications, address, and names the secretary or director. They are classified in eighteen categories, are cross-referenced, and indexed.

J.C.A.



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II. The Editorial Committee of the above publications is W. D. Reeve of Teachers College, Columbia University, New York, Editor-in-Chief; Dr. Vera Sanford, of the State Normal School, Oneonta, N.Y.; and W. S. Schlauch of Hasbrouck Heights, N.J.

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SCHOOL NEWS DIGEST

(Continued from page 178)

from stealing bicycle tires to stealing automobiles, from petty larceny to bank robbery, and from vandalism to murder." At any rate, the new crop of young people is steadying down.

BARGAINS: Some of the low prices at which Idaho schools are buying school supplies at sales of Army surplus property are reported in *Idaho Education News*: At one sale, a group of superintendents laid in supplies of pencils at .7 cents each, steel wastebaskets at 34 cents each, chalk for \$6 a case, and typewriter ribbons at 8 cents each. Other items were bought at correspondingly low prices.

PLEDGE: The University of Vermont chapter of Alpha Xi sorority has been suspended by its parent organization because the chapter pledged a Negro girl, Crystal Malone. The national president of Alpha Xi is reported by *American Unity* as saying, "The situation is most unfortunate." The Dean of Girls of the University stated, "Crystal Malone is an extremely popular student of fine character."

MOVIES: *The Motion Picture: A Selected Booklist* is an illustrated pamphlet published by the American Library Association and Warner Bros. Pictures, Inc., to commemorate the 20th anniversary of the sound motion picture. The annotated book lists are classified in the following groups: the movies yesterday and today; movie makers; the making of movies; interpretation of movies; and vocations in the movies. Copies may be obtained free from the American Library Association, 530 N. Michigan Ave., Chicago 11, Ill.

DIET: The "unreasonable" eating habits of U. S. secondary-school girls are endangering civilization, according to a statement of Dr. Icie Macy Hoobler, research director of the Children's Fund of Michigan, quoted in the *New York Post*. They skip meals to lose weight, "and then sip ice cream sodas all afternoon," she says. They are injuring themselves as well as the children they will bear, through the unbalanced diets of their own choice. Adolescent girls, says Dr. Hoobler, are the only group in the U. S. with an increased tuberculosis rate.

DOCTOR: The growing volume of doctorate degrees conferred outside the field of medicine is cutting in on the prestige of the M. D. degree, states the *Journal of the American Medical Association*. The Journal has its fun by mentioning a Ph. D. thesis written on "The Length of Sentences in Spencer". The conclusion of this 300-page thesis was that Edmund Spencer's sentences were of three types—long, short, and "in between".

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